



Le rapport à l'erreur orale chez les apprenants adultes en fonction du profil d'apprenant

VOLUME 2 - ANNEXES

**PERNEY
Mathilde**

Sous la direction de Tatiana Aleksandrova

UFR LLASIC
Département des Sciences du Langage
Section Didactique du français langue étrangère et seconde

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Annexe 1

Questionnaire des profils d'apprenants de Narcy (1991 :28/29)

Style Perceptuel		
Vous avez le sentiment de très mal entendre l'anglais		Vous avez le sentiment que sans entendre tout en anglais, vous en entendez assez
Vous préférez lire le texte de ce que vous entendez		Voir et entendre une scène/conversation vous suffit
Vous cherchez à écrire mentalement ce que vous entendez		Vous ne cherchez pas à écrire mentalement ce que vous entendez
Quand vous lisez en anglais, vous n'entendez pas mentalement ce que vous lisez		Quand vous lisez, vous entendez mentalement ce que vous lisez
Vous aimez regarder la personne que vous parle. Vous suivez le professeur des yeux		You don't need to look at someone to understand. Your eyes wander during lessons
Quand on vous donne le chemin, un plan vous paraît impératif, vous le faites au moins mentalement		Quand on vous donne le chemin, vous mémorisez ce qu'on vous a dit, pour le retrouver au fur et à mesure que vous avancez
Style Cognitif		
Vous préférez lire le texte de ce que vous entendez		Voir et entendre une scène/conversation vous suffit
Pour comprendre ou parler, vous avez tendance à passer par le français		Vous comprenez ou passez le plus souvent sans passer par le français
Faire des fautes vous tracasse		Faire des fautes ne vous tracasse pas pour le moment
Vous apprenez en cherchant méthodiquement des locutions/mots		Vous apprenez en vous imprégnant inconsciemment de ce que vous lisez ou entendez
Vous avez tendance à apprendre par cœur		En général, vous n'apprenez pas par cœur
Vous structurez mentalement les mots et les tournures avant de parler ou écrire		Vous parlez/écrivez spontanément sans trop savoir ce que vous aller employer
Vous pensez qu'il faut apprendre avant de parler		Vous pensez qu'il faut parler pour apprendre
Style Socio-psychologique		
Vous attendez que l'enseignant vous corrige		Vous préférez essayer de vous corriger vous-même

Vous vous satisfaites des ouvrages scolaires		Vous essayez de trouver d'autres situations de contact avec la langue
C'est à l'enseignant de diriger vos études		Pour vous, l'enseignant est là pour vous conseiller en cas d'erreur
L'école/L'université sont indispensables pour bien apprendre		La vie est le meilleur endroit pour apprendre
Vous suivez les consignes de l'enseignant à la lettre		Vous improvisez de temps en temps pour modifier l'ordinaire de la formation
Style Socio-affectif		
Faire des fautes vous tracasse		Faires des fautes ne vous tracasse pas trop pour le moment
Vous n'aimez pas beaucoup parler en groupe		Parler en groupe ne vous gêne pas
Quand vous avez du mal à exprimer quelque chose, vous avez tendance à vous taire		Quand vous avez du mal à exprimer quelque chose, vous essayer come vous pouvez
Vous ne connaissez pas d'autres langues ou vous les avez apprises sans grand succès		Vous avez appris d'autres langues avec de bons résultats (même au niveau scolaire)
Vous ne parvenez pas à vous prendre au jeu dans les activités en anglais		Vous parvenez à vous prendre au jeu dans les activités en anglais
Style Personnel		
Articuler l'anglais correctement vous est difficile		Articuler l'anglais ne vous pose pas de difficultés insurmontables
Faire des fautes vous tracasse		Faires des fautes ne vous tracasse pas trop pour le moment
Vous pensez qu'il faudrait tout retenir		Vous pensez que le but n'est pas de tout retenir
Vous êtes déçu de ne pas toujours tout comprendre clairement		Vous admettez sans trop de peine qu'il reste des choses que vous ne comprenez qu'en gros
Vous souhaitez bien parler au plus vite		Vous acceptez de vous "débrouiller" en anglais, au moins temporairement

Annexe 2

Convention de transcription pour les entretiens

1) D'après Vion, R. : La communication verbale - Analyse des interactions, Hachette, 1992, p.265 (dans Millet, 2016-2017 :30)

/ : rupture dans l'énoncé sans qu'il y ait réellement de pause

+, ++, +++ : pause très brève, brève, moyenne

& : enchaînement rapide de parole

OUI, BRAVo : accentuation d'un mot ou d'une syllabe

(rire) : description d'aspects du comportement

<ironique> commentaire ou interprétation du transcripteur

<alors/allons> hésitation à transcrire l'une ou l'autre de ces formes

A : tu vas bien depuis la dernière fois

B : ça va : chevauchement des paroles

X, XX : nombre de syllabes inaudibles

2) Autres

ER : Enquêteur

bonj- : mot non terminé

↗ : intonation montante

↘ : intonation descendante

Annexe 3

Observation de classe – Tableau de participation

Participants	23/03	30/03	20/04	27/04	04/05	11/05	18/05	25/05	08/06	15/06
Ben	↔	↔↘	↗	absent	↔↔	↗↔↔	↔↔	↘↔↗	×	↘↘
Lucy	↗↔↘	↔↗	↘↗	↗↔↔	↗↔	↔↔	↗↗	↗↗	↔↗↘	absente
Jeanne	↗↗↗↗↗	↔↗↗↗	↗↗↗↔↗↗	↗↗↗	↔↗↗↗↗	↗↗	↗↗↗↗↗	absente	↗↗↗↗	↗↔↗
Nick	↔↔↗↗	↗↘	↗↔↔↗	↗	↗↗	↔↔↘↗	↗↗	↔↗↔↗	↗↔	↔↔↗
Emily	↔↘↘	↔	↘	↔↔	↔↘	↔↗	×	↔↗↔↔	↔↘	↘↗↔
Eddy	↗↗↗	↗↔↔↗	↔↗↗	↗↗	↔↔	↗↔↔↗	↗↔	↗↗↗↔↗	↗↘↘↗	↔↗↗

↗ prise de parole volontaire

↔ réponse à une prise de parole sollicitée

↘ absence de réponse à une prise de parole sollicitée

× pas de prise de parole ou de sollicitation

Annexe 4

Questionnaire de Nancy – Ben

Perceptual style			
You feel when you hear French, your understanding of it is really bad	x	You feel that even without hearing everything in French, you understand enough	
You prefer to read the text of what you're hearing	x	Seeing and hearing a scene/a conversation is enough for you	
You try to mentally write what you hear	x	You don't try to mentally write what you hear	
When you are reading in French, you don't mentally hear what you are reading	x	When you are reading, you mentally hear what you are reading	
You like to look at the person who is speaking to you. You watch the teacher with close attention		x	You don't need to look at someone to understand. Your eyes wander during lessons
When you are given directions, a map seems imperative. You at least draw an internal picture in your head	x		When you are given directions, you memorise what you're being told to find it while moving along
Cognitive style			
You prefer to read the text of what you're hearing	x		Seeing and hearing a scene/a conversation is enough for you
To understand or speak, you tend to refer back to English	x		Most of the time you understand or speak without referring to English
Making mistakes worries you	x		For now making mistakes doesn't worry you too much
You learn methodologically looking for useful phrases/words	x		You learn by inherently soaking up what you read or hear
You tend to learn by heart	x		Usually, you don't learn by heart
You mentally build words and structures before speaking or writing	x		You spontaneously speak/write without really knowing what structures or words you will use
You think that it is necessary to learn before speaking	x		You think that it is necessary to speak to learn

Socio-psychological style			
You wait for the teacher to correct you		x	You prefer trying to correct yourself
You are content with academic textbooks	x		You try to find other situations in contact with the language
It is the teacher who must direct your studies	x		For you, the teacher is here to advise you in case of mistakes
School/University are essential to learn well	x		Life is the best place to learn
You follow to the letter the teacher's instructions	x		You sometimes improvise to make the course less formulaic
Socio-affective style			
Making mistakes worries you	x		For now making mistakes doesn't worry you too much
You don't really to speak in a group situation	x		Speaking in a group don't bother you too much
When you struggle to express something you tend to remain quiet	x		When you struggle to express something you will make an attempt
You don't know other languages or you've learnt them without much success	x		You've learnt other languages with good results (even at school level)
You don't manage to get into activities in French	x		You manage to get into activities in French
Personal style			
Making mistakes worries you	x		For now making mistakes doesn't worry you too much
Articulating French properly is difficult for you	x		Articulating French is not insurmountable
You think that you should remember everything	x		You don't think the aim is to remember everything
You are disappointed not to always clearly understand everything	x		You freely admit there are still things that you only grossly understand
You wish to speak well as soon as possible	x		At least for now you accept to get by with your French

Annexe 5

Questionnaire de Narcy – Lucy

Perceptual style			
You feel when you hear French, your understanding of it is really bad	x		You feel that even without hearing everything in French, you understand enough
You prefer to read the text of what you're hearing	x		Seeing and hearing a scene/a conversation is enough for you
You try to mentally write what you hear		x	You don't try to mentally write what you hear
When you are reading in French, you don't mentally hear what you are reading		x	When you are reading, you mentally hear what you are reading
You like to look at the person who is speaking to you. You watch the teacher with close attention	x		You don't need to look at someone to understand. Your eyes wander during lessons
When you are given directions, a map seems imperative. You at least draw an internal picture in your head		x	When you are given directions, you memorise what you're being told to find it while moving along
Cognitive style			
You prefer to read the text of what you're hearing	x		Seeing and hearing a scene/a conversation is enough for you
To understand or speak, you tend to refer back to English	x		Most of the time you understand or speak without referring to English
Making mistakes worries you	x		For now making mistakes doesn't worry you too much
You learn methodologically looking for useful phrases/words	x		You learn by inherently soaking up what you read or hear
You tend to learn by heart	x		Usually, you don't learn by heart
You mentally build words and structures before speaking or writing	x		You spontaneously speak/write without really knowing what structures or words you will use
You think that it is necessary to learn before speaking	x		You think that it is necessary to speak to learn

Socio-psychological style			
You wait for the teacher to correct you	x		You prefer trying to correct yourself
You are content with academic textbooks		x	You try to find other situations in contact with the language
It is the teacher who must direct your studies	x		For you, the teacher is here to advise you in case of mistakes
School/University are essential to learn well	x		Life is the best place to learn
You follow to the letter the teacher's instructions		x	You sometimes improvise to make the course less formulaic
Socio-affective style			
Making mistakes worries you	x		For now making mistakes doesn't worry you too much
You don't really to speak in a group situation	x		Speaking in a group don't bother you too much
When you struggle to express something you tend to remain quiet	x		When you struggle to express something you will make an attempt
You don't know other languages or you've learnt them without much success	x		You've learnt other languages with good results (even at school level)
You don't manage to get into activities in French	x		You manage to get into activities in French
Personal style			
Making mistakes worries you	x		For now making mistakes doesn't worry you too much
Articulating French properly is difficult for you		x	Articulating French is not insurmountable
You think that you should remember everything		x	You don't think the aim is to remember everything
You are disappointed not to always clearly understand everything	x		You freely admit there are still things that you only grossly understand
You wish to speak well as soon as possible	x		At least for now you accept to get by with your French

Annexe 6

Questionnaire de Narcy – Jeanne

Perceptual style			
You feel when you hear French, your understanding of it is really bad		x	You feel that even without hearing everything in French, you understand enough
You prefer to read the text of what you're hearing	x		Seeing and hearing a scene/a conversation is enough for you
You try to mentally write what you hear	x		You don't try to mentally write what you hear
When you are reading in French, you don't mentally hear what you are reading		x	When you are reading, you mentally hear what you are reading
You like to look at the person who is speaking to you. You watch the teacher with close attention		x	You don't need to look at someone to understand. Your eyes wander during lessons
When you are given directions, a map seems imperative. You at least draw an internal picture in your head	x		When you are given directions, you memorise what you're being told to find it while moving along
Cognitive style			
You prefer to read the text of what you're hearing		x	Seeing and hearing a scene/a conversation is enough for you
To understand or speak, you tend to refer back to English		x	Most of the time you understand or speak without referring to English
Making mistakes worries you	x		For now making mistakes doesn't worry you too much
You learn methodologically looking for useful phrases/words		x	You learn by inherently soaking up what you read or hear
You tend to learn by heart		x	Usually, you don't learn by heart
You mentally build words and structures before speaking or writing		x	You spontaneously speak/write without really knowing what structures or words you will use
You think that it is necessary to learn before speaking		x	You think that it is necessary to speak to learn

Socio-psychological style			
You wait for the teacher to correct you	x		You prefer trying to correct yourself
You are content with academic textbooks		x	You try to find other situations in contact with the language
It is the teacher who must direct your studies		x	For you, the teacher is here to advise you in case of mistakes
School/University are essential to learn well		x	Life is the best place to learn
You follow to the letter the teacher's instructions		x	You sometimes improvise to make the course less formulaic
Socio-affective style			
Making mistakes worries you	x		For now making mistakes doesn't worry you too much
You don't really to speak in a group situation		x	Speaking in a group don't bother you too much
When you struggle to express something you tend to remain quiet		x	When you struggle to express something you will make an attempt
You don't know other languages or you've learnt them without much success	x		You've learnt other languages with good results (even at school level)
You don't manage to get into activities in French		x	You manage to get into activities in French
Personal style			
Making mistakes worries you	x		For now making mistakes doesn't worry you too much
Articulating French properly is difficult for you		x	Articulating French is not insurmountable
You think that you should remember everything		x	You don't think the aim is to remember everything
You are disappointed not to always clearly understand everything	x		You freely admit there are still things that you only grossly understand
You wish to speak well as soon as possible		x	At least for now you accept to get by with your French

Annexe 7

Questionnaire de Narcy – Nick

Perceptual style			
You feel when you hear French, your understanding of it is really bad		x	You feel that even without hearing everything in French, you understand enough
You prefer to read the text of what you're hearing		x	Seeing and hearing a scene/a conversation is enough for you
You try to mentally write what you hear		x	You don't try to mentally write what you hear
When you are reading in French, you don't mentally hear what you are reading		x	When you are reading, you mentally hear what you are reading
You like to look at the person who is speaking to you. You watch the teacher with close attention		x	You don't need to look at someone to understand. Your eyes wander during lessons
When you are given directions, a map seems imperative. You at least draw an internal picture in your head		x	When you are given directions, you memorise what you're being told to find it while moving along
Cognitive style			
You prefer to read the text of what you're hearing		x	Seeing and hearing a scene/a conversation is enough for you
To understand or speak, you tend to refer back to English		x	Most of the time you understand or speak without referring to English
Making mistakes worries you		x	For now making mistakes doesn't worry you too much
You learn methodologically looking for useful phrases/words		x	You learn by inherently soaking up what you read or hear
You tend to learn by heart		x	Usually, you don't learn by heart
You mentally build words and structures before speaking or writing		x	You spontaneously speak/write without really knowing what structures or words you will use
You think that it is necessary to learn before speaking		x	You think that it is necessary to speak to learn

Socio-psychological style			
You wait for the teacher to correct you	x		You prefer trying to correct yourself
You are content with academic textbooks		x	You try to find other situations in contact with the language
It is the teacher who must direct your studies		x	For you, the teacher is here to advise you in case of mistakes
School/University are essential to learn well		x	Life is the best place to learn
You follow to the letter the teacher's instructions		x	You sometimes improvise to make the course less formulaic
Socio-affective style			
Making mistakes worries you		x	For now making mistakes doesn't worry you too much
You don't really to speak in a group situation		x	Speaking in a group don't bother you too much
When you struggle to express something you tend to remain quiet		x	When you struggle to express something you will make an attempt
You don't know other languages or you've learnt them without much success		x	You've learnt other languages with good results (even at school level)
You don't manage to get into activities in French		x	You manage to get into activities in French
Personal style			
Making mistakes worries you		x	For now making mistakes doesn't worry you too much
Articulating French properly is difficult for you	x		Articulating French is not insurmountable
You think that you should remember everything		x	You don't think the aim is to remember everything
You are disappointed not to always clearly understand everything		x	You freely admit there are still things that you only grossly understand
You wish to speak well as soon as possible	x		At least for now you accept to get by with your French

Annexe 8

Questionnaire de Narcy – Emily

Perceptual style			
You feel when you hear French, your understanding of it is really bad	x	You feel that even without hearing everything in French, you understand enough	
You prefer to read the text of what you're hearing	x	Seeing and hearing a scene/a conversation is enough for you	
You try to mentally write what you hear		x	You don't try to mentally write what you hear
When you are reading in French, you don't mentally hear what you are reading		x	When you are reading, you mentally hear what you are reading
You like to look at the person who is speaking to you. You watch the teacher with close attention	x		You don't need to look at someone to understand. Your eyes wander during lessons
When you are given directions, a map seems imperative. You at least draw an internal picture in your head	x		When you are given directions, you memorise what you're being told to find it while moving along
Cognitive style			
You prefer to read the text of what you're hearing	x		Seeing and hearing a scene/a conversation is enough for you
To understand or speak, you tend to refer back to English	x		Most of the time you understand or speak without referring to English
Making mistakes worries you		x	For now making mistakes doesn't worry you too much
You learn methodologically looking for useful phrases/words	x		You learn by inherently soaking up what you read or hear
You tend to learn by heart	x		Usually, you don't learn by heart
You mentally build words and structures before speaking or writing	x		You spontaneously speak/write without really knowing what structures or words you will use
You think that it is necessary to learn before speaking		x	You think that it is necessary to speak to learn

Socio-psychological style			
You wait for the teacher to correct you	x		You prefer trying to correct yourself
You are content with academic textbooks		x	You try to find other situations in contact with the language
It is the teacher who must direct your studies		x	For you, the teacher is here to advise you in case of mistakes
School/University are essential to learn well		x	Life is the best place to learn
You follow to the letter the teacher's instructions		x	You sometimes improvise to make the course less formulaic
Socio-affective style			
Making mistakes worries you		x	For now making mistakes doesn't worry you too much
You don't really to speak in a group situation		x	Speaking in a group don't bother you too much
When you struggle to express something you tend to remain quiet	x		When you struggle to express something you will make an attempt
You don't know other languages or you've learnt them without much success		x	You've learnt other languages with good results (even at school level)
You don't manage to get into activities in French		x	You manage to get into activities in French
Personal style			
Making mistakes worries you		x	For now making mistakes doesn't worry you too much
Articulating French properly is difficult for you	x		Articulating French is not insurmountable
You think that you should remember everything		x	You don't think the aim is to remember everything
You are disappointed not to always clearly understand everything		x	You freely admit there are still things that you only grossly understand
You wish to speak well as soon as possible		x	At least for now you accept to get by with your French

Annexe 9

Questionnaire de Nancy – Eddy

Perceptual style			
You feel when you hear French, your understanding of it is really bad	x		You feel that even without hearing everything in French, you understand enough
You prefer to read the text of what you're hearing		x	Seeing and hearing a scene/a conversation is enough for you
You try to mentally write what you hear	x		You don't try to mentally write what you hear
When you are reading in French, you don't mentally hear what you are reading	x		When you are reading, you mentally hear what you are reading
You like to look at the person who is speaking to you. You watch the teacher with close attention	x		You don't need to look at someone to understand. Your eyes wander during lessons
When you are given directions, a map seems imperative. You at least draw an internal picture in your head		x	When you are given directions, you memorise what you're being told to find it while moving along
Cognitive style			
You prefer to read the text of what you're hearing		x	Seeing and hearing a scene/a conversation is enough for you
To understand or speak, you tend to refer back to English	x		Most of the time you understand or speak without referring to English
Making mistakes worries you	x		For now making mistakes doesn't worry you too much
You learn methodologically looking for useful phrases/words	x		You learn by inherently soaking up what you read or hear
You tend to learn by heart	x		Usually, you don't learn by heart
You mentally build words and structures before speaking or writing	x		You spontaneously speak/write without really knowing what structures or words you will use
You think that it is necessary to learn before speaking	x		You think that it is necessary to speak to learn

Socio-psychological style			
You wait for the teacher to correct you	x		You prefer trying to correct yourself
You are content with academic textbooks		x	You try to find other situations in contact with the language
It is the teacher who must direct your studies	x		For you, the teacher is here to advise you in case of mistakes
School/University are essential to learn well		x	Life is the best place to learn
You follow to the letter the teacher's instructions	x		You sometimes improvise to make the course less formulaic
Socio-affective style			
Making mistakes worries you	x		For now making mistakes doesn't worry you too much
You don't really to speak in a group situation		x	Speaking in a group don't bother you too much
When you struggle to express something you tend to remain quiet		x	When you struggle to express something you will make an attempt
You don't know other languages or you've learnt them without much success	x		You've learnt other languages with good results (even at school level)
You don't manage to get into activities in French		x	You manage to get into activities in French
Personal style			
Making mistakes worries you	x		For now making mistakes doesn't worry you too much
Articulating French properly is difficult for you	x		Articulating French is not insurmountable
You think that you should remember everything	x		You don't think the aim is to remember everything
You are disappointed not to always clearly understand everything		x	You freely admit there are still things that you only grossly understand
You wish to speak well as soon as possible		x	At least for now you accept to get by with your French

Annexe 10

Transcription d'entretien – Ben

Numéro	Locuteur	Enoncé
1	ER	Hum so hello thank you for answering my questions today euh so i'm currently doing some research regarding people relation and opinions euh with making mistakes when they speak French euh + so i'm trying to understand why people react differently to the fact of committing errors well hum in the French classroom /
2	Ben	<u>mmh</u>
3	ER	<u>so</u> i would just like us to discuss your opinion hum your experience really freely hum just as a normal conversation ↗ / euh so i long have you been learning French?
4	Ben	euh i've been learning French for + about euh + well i started learning French at school <u>euh</u>
5	ER	<u>mmh</u>
6	Ben	and studying it up until GSCE but then for the last six months have been doing an evening class in French +
7	ER	alright why why did you start that evening class?
8	Ben	hum euh because euh my girlfriend is French
9	ER	<u>mmh</u>
10	Ben	euh + and i wanted to be able to learn French for that reason so i could go to France and speak to her family
11	ER	<u>ok</u>
12	Ben	<u>in French</u>
13	ER	so you're saying you started that course for six <u>months</u>
14	Ben	<u>yeah</u>
15	ER	are you thinking of continuing?
16	Ben	euh + yeah i think hum it's coming to the end of the course so i think i'll try and take a more advanced course next yeah /
17	ER	ok so how often is that course?
18	Ben	once a week
19	ER	and for how long?
20	Ben	euh so it's for an hour and a half +

21	ER	alright and euh is it with other adults ? <u>dif-</u>
22	Ben	<u>yeah</u> with other adults <u>yeah</u>
23	ER	<u>ok</u>
24	Ben	suppose in being a a beginner + hum but people are obviously learning French for different reasons/
25	ER	alright and how many are you in the class?
26	Ben	euh so in the class there's about well it depends from week to week but maybe about twelve
27	ER	alright euh so you said you're learning French because your girlfriend's French hum and you'd like to be able to speak with h- her family or when you go to France
28	Ben	yeah
29	ER	so in terms of the + learning of the language what are your objectives with this course?
30	Ben	hum so my objectives is to ++ be able to better understand French euh m-spoken French euh ++ and also to be able to form sentences and to speak French
31	ER	ok
32	Ben	euh from a from a very very starting point i suppose
33	ER	ok so you're quite interested in being able to speak <u>French</u>
34	Ben	<u>yes</u>
35	ER	rather than writing <u>French</u>
36	Ben	<u>yes</u> more interested in being able to speak French hum +++ but i suspect that ++ XX one would come with the other one
37	ER	mmh
38	Ben	and if as my s- spoken French develop XX hum my writing will also develop to a degree
39	ER	yeah alright euh what are your strong points in French?
40	Ben	euh ++ so:: (souffle <hésitation/difficulté>) I would say that my:: +++ (signe de main pour passer à une autre question)
41	ER	euh + so would you think you have more weaknesses ↗ maybe than strong points?
42	Ben	hum yeah i would say that + euh:: i really struggle to + euh understand French when it's spoken hum at a normal rate
43	ER	<u>ok</u>

44	Ben	i need things to be very slow and hum i think i + i understand quite a lot of individual words but my knowledge of how to structure sentences and how French language is formed is very poor and that means that when i'm listening to people i recognize words + occasionally in sentences but then i'm- i struggle to understand + hum + the the words that connect them i suppose ↘
45	ER	ok so you struggle with euh speaking comprehension
46	Ben	exactly
47	ER	and what about euh speaking / French?
48	Ben	euh:: so + yes i find speaking French also difficult + euh i ++ again for the same reasons
49	ER	<u>ok</u>
50	Ben	i <u>find</u> it difficult to euh s- to create and structure my sentences euh yeah /
51	ER	ok euh so in terms of the idea of mistake and error ↗ do you make a difference between the term error and the term mistake? /// or is that the same for you
52	Ben	euh:: ///
53	ER	is <u>there</u>
54	Ben	<u>yeah</u> so i suppose an error is something which is ++ objectively wrong /
55	ER	<u>mmh</u>
56	Ben	<u>in</u> all circumstances and a mistake +++ could be euh + correct + in certain ways but in other ways incorrect (crispation de la bouche <air embarrassé/confus>)
57	ER	ok so in the setting of the classroom which term would you prefer to use? //
58	Ben	euh +++ i suppose i'd prefer to use the term error ↗ because then i know that ++ it's hum + that X if i've made a mistake it's absolutely a mistake and i think the term error sort of implies that there's a + definite reason why it's wrong and therefore you can learn from AN Error /
59	ER	ok
60	Ben	more than you might learn from a mi::stake ↗ / i suppose ↗
61	ER	so : you can't' learn from a mistake
62	Ben	you can learn from both but + just from my interpretation of &what a mistake is compared with what an error is an error& (<agacement>) will be easier to learn from because it's a more define hum + euh problem with XX with what with what you've said or comprehended /
63	ER	ok you were saying error is maybe more euh objective / than than mistake

64	Ben	yeah
65	ER	<u>ok</u>
66	Ben	<u>well</u> it would just be my interpretation i suppose ↘
67	ER	mmh an- euh i:s + euh an error more serious than a mistake ↗ <u>or</u>
68	Ben	<u>yes</u>
69	ER	the contrary ?
70	Ben	i think so
71	ER	alright yeah sure huum + and an error is it positive or negative ++ is it a positive thing or a <u>neg</u>
72	Ben	<u>a negative</u> thing for sure
73	ER	why
74	Ben	euh ++ because you've made a mistake and therefore you're hum (rire) sorry you've made an error ↗
75	ER	<u>mmh</u>
76	Ben	and euh therefore there's a failing in the hum your + your French speaking or French comprehension
77	ER	so making an error is like failing for you
78	Ben	euh ++ yes / an error is a failure to speak or comprehend French ↘ / yes
79	ER	ok and when you speak French what kind of + euh a errors can you make
80	Ben	euuh you can make errors in pronunciation / you can make errors in + grammar / you can make hum+++ errors in hum + you can make an error in meaning ↗
81	ER	ok
82	Ben	so you could say something which is grammatically correct but which is + meaningless or isn't construing the meaning you're trying to
83	ER	ok
84	Ben	hum you /could;can/ huum +++ (signe de main pour changer de question)
85	ER	would you say that X around all those mistakes errors sorry hum are some more serious than others
86	Ben	yeah you could an error in a small error in pronunciation which even somebody who wasn't used to in- to Engli- to to French being spoken hum eu:h & by someone where it wasn't their native language & would understand and you could make gaping errors which even teachers would struggle to understand what on earth you were trying to say

87	ER	ok
88	Ben	yes
89	ER	so errors are related to hum the meaning more than the structure ++ or the contrary
90	Ben	what's the question (agacement) which is worse
91	ER	<u>yeah</u>
92	Ben	an error related to meaning or an error related to structure hum ++ an error relating to men- well it depends it completely depends on the error &i don't think you could say& necessarily
93	ER	ok hu:m in in the class how do you feel when you:: when you make an error while you speak French
94	Ben	hu :m not good (smile) <u>I ta-</u>
95	ER	<u>why</u>
96	Ben	i take it as a failure hum because i've demonstrated (soupon/rire) a lack of understanding
97	ER	ok yeah any type of error you you react the same
98	Ben	eu ::h + eu- to a to an extent yes
99	ER	to what extent
100	Ben	well depending on a how bad the error was
101	ER	ok
102	Ben	&well you know if i say& something and no one understand &what on earth i was trying to say& then obviously that's worse than if i say something and the tea- the hum the the tutor says hum oh well that was very good but this hum you need to eu::h hu:m stress this now then i'd think ok well well that was largely a positive thing but there was a small error so next time i'll try + well you know i'll try to remember that &whereas if& you know wha- what did you say i didn't really understand that's obviously a bigger failure
103	ER	so depending on the: feedback of the teacher you you will <u>fee-</u>
104	Ben	<u>and also</u> yeah but you could also gage from the response can't you you can tell when sad something and it's you well understood and you can tell when you've said something and &no one knows what on earth you've been talking about&
105	ER	mmh so does that impact you:r attitude in the rest of the lesson
106	Ben	yeah DEfinitely like it's if you say something ++ especially as if /generally;genuinely/ you'll be loo- you'll b- you'll be doing e:uh looking at a certain aspect of French and if you make a mistake then you think oh crikey yeah i really don't hum understand this this aspect of French then it makes you much more reluctant to speak up in this hum area again i'd

		say ↗
107	ER	ok
108	Ben	whereas if you /start;stop/ the lesson and you say you know there was a positive response then you feel more inclined to speak up again i suppose ↗
109	ER	alright so::: X are you sometimes euh kind of blocked by the idea of + making an error and then not daring to speak up again
110	Ben	yeah ↗ yeah i think tha- that definitely happens from time to time yeah
111	ER	so euh you don't really like when someone points out you've made a mistake
112	Ben	euh well i don't i don't +++ i understand it would be pointless to me to attend the classes and for me to make mistakes and for them not to be pick up on so in that sense i don't mind but in a sense i don't like to fail i do mind
113	ER	ok + and do you re- do you react the same if euh the error is pointed out by the teacher or by the other learners
114	Ben	eu:::h +++ yes i'd say more or less yes i'd see them both as hum ++ X yeah i- it's a failure either way whoever picks up on it and /generally;genuinely/ if it's picked up by one of the other eu:::h pupils then the teacher would you know ex:pend on it + generally so that's /why;would/ they tend to come together + i suppose
115	ER	so you::: you tend to say often that you relate th- an error to the idea of failure
116	Ben	yeah / <u>abs-</u>
118	ER	<u>why</u>
119	Ben	absolutely ++ failure is as i stated before already that + it it demonstrate a failure of comprehension or understanding of French so (ton plus faible/agacement)that's a negative
120	ER	and do you that can change that position of failure after you've made that error / is that error always gonna + remain a failure or change that change
121	Ben	well i suppose it could be a point of learning yeah you could use it as a reference when you tend to you know you always remember your glaring errors and ++ you tend not to make i- i find making mistake and it's picked up in a classroom in front of people i would tend not to make the same mistake again
122	ER	ok
123	Ben	whereas if it's just ++ you you know you make if it's an error and the- say say you've wri- maybe not necessarily in the context of French but say that you've euh in a classroom and then you've euh made a big glaring errors say you're in a science set and you made a big glaring error in front

		of everybody and the teacher pulled you up on it then you'd remember but say were done a big piece of work and the teacher had marked it and &there as an error you'd might not necessarily remember& the error in your marked work as well as you would in the error where you were pulled up on in front of the class/ does that make sense↗
124	ER	yeah definitely so the situation of + of the classroom and the s- situation where the error is been made has a different impact
125	Ben	absolutely
126	ER	ok eu:h and why would you remember more a mistake that is made in front of the classroom
127	Ben	eu:h (rire) i suppose it's just a matter of to an extent a matter of + pride and you want to: look like you:'re euh you're understanding things you're you're learning well and you're you know if it's picked up in a piece of marking then it's just between you and the teacher and it's easy to sort of brush over it rather than if it's something that demonstrated in front of everybody you'll perhaps you're a bit embarrassed about it and therefore you're a bit more determined not to make the same mistake↘
128	ER	alright euh so let's say an error in the classroom that only the teacher notices
129	Ben	<u>yeah</u>
130	ER	is not\
131	Ben	i still think it's important for X there's just some things that're more poignant about it being noticed in an interaction with someone else than when it's written down i think / so even if it was just the teacher /who;you;would/ be less certain if it was the all class but even if it was the teacher directly you know there's an interaction in which the teacher acknowledge that i've made a mistake i'd fe- i'd remember that more vividly than if the teacher i'd written it down on a piece of marking↗
132	ER	alright eu::h so + in general in French in in the classroom euh do you tend to to speak quite often do <u>yo</u>
133	Ben	<u>no</u> /
134	ER	why + is that because of eu::h the possibility of committing an error↗
135	Ben	i suppose so yeah yeah and i also like to:: + eu:h ++ i think i like o understand the all hum of something that i'm learning and so i don't like to DIve in make a stab at something i'd rather sit back and wait until i feel i understand it more fully so that means that i guess other people feel that th- the way they learn best is kind of to jump in and MAke mistakes and they they benefit from it by making mistakes whether i'd rather sit back and watch + eu::h + wha- watch XX developed and watch the class developed + and progress until it was at a level where i felt AH i kinf of understand everything that had happened in here and then i'll feel more inclined to speak up so i think &by the time that has happened it's generally towards& the end of the lesson ↗

136	ER	ok
137	Ben	and you know people are assimilated everything hum and then (baille) i guess i'd feel ready to speak up but n- i suppose less so then learn the average person in the class ↗
138	ER	ok you've said hum some people eu:::h + just jump in and speak euh they don't mind about eu:::h making errors rather than you prefer to wait making sure that you have all <u>the keys in</u> to speak
139	Ben	<u>exactly</u>
140	ER	why is that + why is th\
141	Ben	i don't know (sourire) i just think that some people are different aren't they / some people hum people learn in differently hum +++
142	ER	so you don't see maybe anything in your your character in our personality ↗ that may influence your relation with mis- ERros
143	Ben	eu:::h so i suppose +++ th- it- it's both isn't it it's both an element of how you learn i think I learn by assimilating all the information and i don't feel confident in + putting forward hum attempt unless i feel like i've got all the information to hand and i've you know gone through it all in my head already / whereas other people will feel like i d- i don't want to wait until i've done THAT i li learn better by throwing myself into it and ++ and making y- you know repeating attempts until i've got it right / i'd rather wait until i can make one PERFect attempt / but there's also i suppose an element of people's personalities and some people i guess are more confident in large groups of people and would feel like they wou- would XX absolutely didn't matter to them if they made a mistake in front of other people whereas i woul- i wouldn't feel that / so that would also be an influence\
144	ER	alright does the PERFect attempt exist
145	Ben	++ YEah (haussement d'épaules, mains vers le ciel, signe de tête) of course yeah absolutely yeah <u>hum</u>
146	ER	<u>alright</u> + so what is a- like hum for example when you speak French what is the perfect <u>at</u> \
147	Ben	<u>well</u> it would be the perfectly correctly constructed sentence with the perfect hum + eu:h + perfectly spoken with perfect intonation and X you know the perfect meaning that your were trying to /conduct;construct/ i suppose it doesn't happen that very often in the French classroom <u>bu</u> \
148	ER	(rire) <u>why</u>
149	Ben	(rire) well i don't know i just don't think it does maybe maybe at more advance level / and maybe it's silly to wait until you i think you're producing that euh + i i would certainly think that probably that that would slow me down in my learning THAT attitude but at the same time euh you know that's how I've always preferred to learn\
150	ER	alright so + so you're saying you it may slowin- euh slow me down in my learning so you're say- saying that the fact of avoiding committing errors

		might be eu::h how do you say eu::h might prevent you from learning
151	Ben	&i suppose it might do&
152	ER	mmh why
153	Ben	+++ because you don't learn the pitfalls as quickly
154	ER	ok + so it's in- it eu::h yeah as you said it slow you down so it impacts your learning in terms of how fast you can learn
155	Ben	i think it might do yeah / but at the same time i would argue that if somebody just dives in and starts trying to ju- to euh you know spe- to do something in the class without understanding any of the you know the background information that they need beforehand they're not gonna learn anything apart from this is wrong but they might not necessarily understand why it's wrong / there's probably a happy medium to be find between and someone like that (sourire)
156	ER	(rire) yeah + ho- how do you react when someone else makes an error
157	Ben	eu::h i try and XXX well it depends if i understand why they've made the error + and why it's a mistake then (soupir) you know i just i- + X ++ i don't feel anything particularly↗
158	ER	ok
159	Ben	i just think oh that's wrong because of this but if someone &makes an error and i don't understand why& it's wrong then i'm KEEn to know why it's wrong↘
160	ER	so you're learning from other people's errors
161	Ben	yeah absolutely
162	ER	ok eu::h + d- do you:: do you prefer to be corrected when you make mistakes
163	Ben	yes yes definitely because i don't want to + eu::h say something that's wrong
164	ER	ok + and how do you prefer to be corrected
165	Ben	wh- what do you mean↗
166	ER	eu::h do you prefe::r for example the teacher to tell you: euh right in between of your sentence if you make an error or wait till you finish <u>speaking</u>
167	Ben	<u>eu::h</u>
167	ER	to explain why you've made that error or <u>just to correct</u>
168	Ben	<u>i i don't know</u> sometimes you lead yourself down an alley don't you XXX with the mistakes you've made in which case i'd rather be pulled up / and sometimes if it's just you know a little tweak then i- it would be irritating to be interrupted half way through your sentence hum and for something

		which is minor something which isn't gonna impact on the rest of what you're saying / so it really depends\ / i think if it's n- i think if it's not you're not gonna finish with anything tangible then you should be pulled up an stopped but if it's just something which can be you know you're told later to tweak then i think wait til- wait til y- i was finished speaking ++ <u>yeah</u>
169	ER	<u>ok</u> so do you think that every mistakes euh should be point out or corrected
170	Ben	eu:::h no + i guess that's not realistic innit because it would take forever (sourire) and it's also not faire to expect the teacher to pick EVERY error up / it would be impossible to pay attention that closely i think
171	ER	<u>mmh</u>
172	Ben	<u>but</u> i think X and also they should prioritize the errors so if someone's made a load of errors you should tell them about the most important ones
173	ER	why not about all of them
174	Ben	because it would take too long
175	ER	only because it would take too long not because it could + affect th- the learner to <u>X</u>
176	Ben	<u>WELL</u> no well yeah that's a fair point ar- a- are you suggesting that it might knocked the learner's confidence
177	ER	possibly / what <u>do you think</u>
178	Ben	<u>yeah</u> i guess it might yeah
179	ER	mmh hum so only the most serious mistake you're saying should be pointed out
180	Ben	no i don't know (sourire) it dep- it depends on how good the person is doesn't it / i think that there's not much point in saying to someone THAT was perfect if you'r- that was absolutely correct because wh- why are they there if if they can do it perfectly then / you need to be teaching them so i think that you should pull / if someone's very good you should pull them up for minor things and if someone's not so good you should explain to them the more major problems with what's happened
181	ER	alright <u>so::\</u>
182	Ben	<u>so</u> always correct
183	ER	alright but euh at different level <u>depend\</u>
184	Ben	<u>yes</u>
185	ER	depending <u>on the\</u>
186	Ben	<u>yes</u>
187	ER	eu:::h + and do you ++ do you prefer you:r mistake to be corrected or to

		be explained and you can correct it yourself
188	Ben	hum +++ yeah definitely explained / it's irritating / i suppose it's lazy of me but i'd rather be told why it's wrong then just be told THAT's incorrect and have to work it out for myself
189	ER	<u>ok</u>
190	Ben	i i think it's more helpful to be told what the mistake was and why it was a mistake and /hear;here/ it would be better how to do it just be told this is this is wrong
191	ER	ok hu:::m ++ how do you feel if in the class someone laughs after you've made an <u>err</u>
192	Ben	<u>OH TER</u> rible (sourire) that's a terrible thing to do / yo- yeah i think i'd be very upset by that and thankfully that doesn't happen in the class i g- well it hasn't happen in the class i've been in / hum &i suppose if it's like& an error which is funny like you've made a humorous error there's a humorous element to the mistake you've made then that's understandable but i think if someone's maliciously laughing at you because you've made an error then that's you know +++ i don't th- i- +
193	ER	it's unpleasant
194	Ben	(sourire) that's unpleasant yes it is\
195	ER	so sometimes you can laugh of errors <u>i</u> -
196	Ben	<u>yeah</u>
197	ER	but not if it's making fun of them
198	Ben	yes exactly + but + yeah X it's all it all depends on the context isn't it
199	ER	mmh and eu:h if someone gets annoyed with a + with your error for example / someone is getting impatient or complaining
200	Ben	oh well that hasn't happened either
201	ER	never
202	Ben	not in this class (sourire) maybe at school but yeah no (rire)
203	ER	ok (rire) very well eu::h do you think that eu::h the way you react to errors right now is the same as you did when you were at school ↗ actually
204	Ben	hu:::m +++ probably i was more resilient at school because i was more us- i had more classes and therefore more opportunities to make more mistakes and so i was more used to making mistakes / i guess at school you spend five years often in smallish classroom with a similar group of children who you know very well and you'd feel more confident about + you know the fact that + people knew that you were (sourire) you know + reasonably bright and therefore it was alright to make mistakes because you know + people knew you weren't stupid
205	ER	alright

206	Ben	so i guess maybe at school more often i'd be thinking ah let's just crack on with this / let's try and understand this quickly so i might throw myself in a bit earlier than i would now
207	ER	so as an adult now you're worried that if you make an error people would think you're stupid↘
208	Ben	Well↗ i supos:: hu::m +++ i guess maybe to to a small to a small extent i- + (rire) I don't know maybe a little bit
209	ER	So:: your- would you say that your confidence regarding errors has decreased hu:m:: ++ now as an adult learner than as a young learner
210	Ben	no because i think it's dependant on how + we:l- how confident you feel in a grou- in a in a classroom and i think that depends on how long you've been in a classroom and so i suspect if i continued with the same group of people for another four↗ years than i would feel exactly the same as when I was young in fact i would probably think i'd feel more confident more quickly because i think you know you'r- you're genuinely a les- and i would think i'm certainly less kind of stressed and + nervous person now than when i was in a classroom at school
211	ER	humhum ok + eu:h what do you think are the causes of your error
212	Ben	<u>what do y-</u>
213	ER	<u>when speaking French</u>
214	Ben	what the causes
215	ER	yes hum + wh- why do you make errors when you speak French +++ where does that come from / does that come from your learning does that come from + the setting
216	Ben	++ hu::m ++ (signe d'incompréhension)
217	ER	does that come from teacher from euh:: how much you are hu::m into the class / do you know what i mean
218	Ben	so:: i think it mostly comes from a yeah a failure of comprehension or some or you've missed something in you know that your understanding of the French / euh i guess with a small extent you could be made nervous by speaking up in a class so that could affect your performance + hu::m + o- or a i guess you could be distracted for some other reason just as you know you would in an- in when you make an error in anything
219	ER	ok / earlier you said that euh: if you make an error in front of the class you would euh remember it afterwards and probably not do that error again <u>euh</u>
220	Ben	<u>yeah</u>
221	ER	does it happen that you make some error several times
222	Ben	eu:::::h ++ yes it does happen but i think i'm pretty good at no make the same error (voix plus basse et rapide)

223	ER	ok <u>so</u>
224	Ben	<u>i</u> think that's what is my strength
225	ER	alright so one of your strength is once you've made an error you know and you've been corrected explained you can not do it again
226	Ben	yes i think so
227	ER	so you're learning from your mistakes
228	Ben	absolutely
229	ER	so do you think it's possible not to make an error when you learn French
230	Ben	(rire) theoretically yes but i think you'd never say anything
231	ER	so is that is that your goal <u>not</u>
232	Ben	<u>no</u>
233	ER	to make any error while you speak French
234	Ben	alright euh yes of course / th- that sh- well i think it's an unrealistic error but i think s- sorry an unrealistic goal euh but that would be fantastic / wouldn't it
235	ER	alright so it would be fantastic not to make any error
236	Ben	yeah
237	ER	do you think that euh any learners euh let's say at an advance level in French for example they don't make any error
238	Ben	eu::h no i think everybody would make errors to some extend / mostly very minor errors yeah
239	ER	let's say in your class if one day euh no one makes any error would you notice would you think i- a special day or ++ would you just continue the class like do you know what I mean
240	Ben	++ hum if we were doing something and nobody was making any mistakes i would think this is well this is too easy \ we must be doing something else
241	ER	alright so making error is also a sign that you're progressing
242	Ben	making an err- making errors is a sign that your teaching at the right level
243	ER	alright perfect eu: i think will finish wi- with that / thank you very much for your time
244	Ben	A pleasure

Annexe 11

Transcription d'entretien – Lucy

Numéro	Locuteur	Énoncé
1	ER	So thank you very much for eu:h + agreeing on that interview and answering my questions today / so how we've discussed it earlier hum i'm doing some research in my master's degree hum in order to try to understand how adult learners react towards making mistake while they speak in a French classroom / hum so i'm gonna ask you some questions and i'm gonna record our conversation but i'm not gonna use your name everything will be anonymous obviously hum so we're just gonna have euh normal conversation + we can just like speak absolutely freely hum obviously euh about your vision and your reaction and all your experience with making errors / ok
2	Lucy	yeah
3	ER	so euh how long have you been learning French for
4	Lucy	hum for about four years
5	ER	ok and wh- what made you decide to start learning French
6	Lucy	hum because i've spent a lot of holidays in French and + i've learnt French for my holidays + phrases but i just felt hum I actually enjoy talking to people euh who maybe are trying to learn English and it's good because we're on the same level XXX i'm not with someone who's brilliant / and i just wan- you know i i communicate with people and just like to be a bit better
7	ER	oh that's brilliant / so you're basically learning French mainly to communicate <u>with</u>
8	Lucy	<u>yeah</u>
9	ER	other people
10	Lucy	yeah and when i'm there obviously to get around + i c- i can get around and ask some things but i do like to actually communicate and ask people about you know their lives and get to know them just to chat
11	ER	oh brilliant so do you think that the French lessons you've been taking for four years have helped you
12	Lucy	oh yeah
13	ER	and with your communication
14	Lucy	definitely
15	ER	good / are you learning any other languages

16	Lucy	(rire) no
17	ER	and could you euh tell me about the setting in which you learn French + the cla::ss +
18	Lucy	well m- at th- at the beginning XXXX obviously i did it at home with these differents apps and i also use euh textbooks like AQA or French which is for euh the GCSE exams and any other French textbooks and euh people have given me like their old text of stories in French for children to read which i enjoy they're short stories / so i tr- i try anything i come across that
19	ER	so you're learning a lot on your own as well
20	Lucy	yeah yeah ++ (rire)
21	ER	and you've been in the class for four years
22	Lucy	yes about four years XX so you know it has been a long time (rire)
23	ER	very good and how many hours per week do you go to the class
24	Lucy	to the class / well how many hours is it + it's fro:m six till thirty seven so one and a half hour yeah / but i try to do some French every day
25	ER	so :: how much would you say per week how many times do you spend on learning French
26	Lucy	eu::h + now + cause i know i've done more this year + obviously since i've been with you because you show lots more grammar and things we were doing mainly French for your holidays or family and stuff and so now ++ every day i do some i do some every day so + i mean some days i might even do an hour but mainly every day i do about half an hour
27	ER	oh so quite a <u>lot</u>
28	Lucy	<u>yeah</u> (rire) oh yeah
29	ER	eu::h and in the class how many students are there
30	Lucy	now
31	ER	yeah
32	Lucy	hum how many have we got + hum we started with quite a lot i think ++
33	ER	yeah i think you were four::teen at the beginning of the year
34	Lucy	yes we were and now you've got about +++ (compte sur ses doigts) eight or nine that comes regularly
35	ER	eu::h alright / so what are your objectives about learning French
36	Lucy	hu :m i must admit + i?- i just I'm in love with France i suppose / i love France i love the culture i lov- i mean when my husband was alive we go an- we was a lecturer i was a teacher and we just spent any holiday we could just camping or moving around you know and as we got older we'd take the car an- things + but we just loved it we loved it we loved the lifestyle and hum we could meet people + every place we went to i

		enjoyed you know like + when we went to Collioure the light and the artists you know i was interested in art / it's just fabulous place (rire) / so euh that's a- that's one reason when i go back I feel more comfortable now that on my own anyway but eu:h i just love the lifestyle you know / i would live over there if i could (rire)
37	ER	(rire) so it's really about communicating and understanding
38	Lucy	<u>yeah</u>
39	ER	<u>other</u> people basically
40	Lucy	but i m- i euh i also get a bit of a kick out of having learned some sentences and things now X i like learning as well
41	ER	yeah that's what you were telling me earlier you really like learning and ++
42	Lucy	yeah i find it interesting and you know sometimes + when i come across words that are very much like English that throws me back and do some connections with history you know you soon realise + how that's where it came from or whatever / i'm just interested
43	ER	so would you say that your priority when you learn is more focused on the: + speaking aspect rather speaking or understanding spoken language rather than the written aspect of the language
44	Lucy	euh:: yes i think so because i'd like to obviously speak and understand more euh ++ i- i mean i watch any French films or any things that comes on TV and i know that i try not to read the subtitles but i pick up as many words as i can because i enjoy French films to (rire)
45	ER	(sourire) that's always good
46	Lucy	(rire) but hum yeah i am more in that phase i think rather than trying to write because i wouldn't be ab- i don't have any occasions to write anything
47	ER	so what are your strong points in French / where would you say that you're the most hu:m confident
48	Lucy	eu ::h ++ well hum strangely enough recently i found that when i'm reading French now i can pick out certain tenses of verbs and things like th- so hum that's XX
49	ER	so the grammar aspect of the language
50	Lucy	an- and i can actually begin to notice and know what they are and recognize euh : so i think my reading is getting better + a lot better (rire) / hum euh + i find it difficult very difficult still to pick up phr- cause everyone speaks so quickly all the time euh there is ac- hum found this website BBC bitesize which does it for GCSE children they sometimes give a little video of people speaking French but they slow their language down so you can really understand / and euh i think that as well little test hum i still find it difficult to speak in the class because i feel in theory

		because Ii feel the other group a::re + know a lot more + June and myself feel ++ you know when we hear like hum Jeanne ¹ or hum + there's Eddy ² hum ++ Marg- hum Margaret and Eddy + and even Nick ³ seems to know a lot and he's confident and + there's us and hum i just feel stupid ++ especially if i'm put in a situation where i have to speak about something that i haven't looked into + it goes + i can't remember anything and that's sort of- i'm like euh a rabbit in a headlights really + that's hum that's how i feel really / and June gets quite nervous about it too but i think she's a bit more confident than me
51	ER	so you're saying that you get a bit euh how do you say hum it stops you a bit from speaking this stress that you might not be able to speak properly
52	Lucy	yeah
53	ER	would you say that it comes from+ wh- where does that come from
54	Lucy	i think that it comes from probably my personality that i am + i- i feel stupid / if i know i'm gonna make errors and i feel stupid but also looking at it know i'm much older and my memorie's not as good as it was and i can- + it's like being put on the spot and i can't think what to say whereas give me time to go and think about it and i'd come back and probably talk about it but i can't do it when i'm just facing
55	ER	so if you have time to think about what you're gonna say you won't make the same mistakes than if you're on the spot
56	Lucy	i think i would make the mistakes but + i'd be able to say more and hum probably not make as many mistakes but i tend to go into quiet mode it's thinking i'm letting everybody down here but i- i just don't know what to say / th- there is some topics like euh i remember the one about euh free speech + i'd never ever thought i kne- i've always thought it's a marvellous thing but i've never thought oh why is it so good so even in English i wouldn't have been able to tell you much an- and then in another language i've got no chance so well it just froze me
57	ER	so does that actually prevents you from taking the floor and speaking in the <u>classroom</u>
58	Lucy	<u>oh yeah</u> yeah because i i don't know what to say (secoue la tête) i got no ideas to come out to what i could say hum ++
59	ER	so are you more worried about the content or the form of what you're going to say
60	Lucy	hu::m ++ i think both and and also hum i- it- i find it and I know June + if we have to act and things like th- i- i'd much rather seat and talk and you know and even if people want to listen fine but to actually get in front of an audience it- it's difficult that is difficult because i'm not an actress (rire)

¹ Nom anonyme du sujet 3

² Nom anonyme du sujet 6

³ Nom anonyme du sujet 4

61	ER	(rire) so are you more worried about hum you were saying i don't want to let anyone down but are you worried about disappointing yourself or about what people might actually think the teacher or other students
62	Lucy	yes / i think i'm both / i think i'm thinking you know you're an idiot kind o- this is stupid but on the other hand i'm making a fool of myself and what what do they think and what do you think you know when you work hard and i cant' remember XXXXXX but that is just me (rire)
63	ER	it's interesting to see why you <u>react</u> like this
64	Lucy	<u>yeah</u>
65	ER	if you make an error in the class + will th- will that influence the rest of the lesson for you ++ like how you're gonna feel during the rest of the lesson
66	Lucy	yeah + cause i feel embarrassed you know that i've been stupid th- that' you know ++
67	ER	do you feel the same no matter the type of error
68	Lucy	hum + the worst thing is when i can't find what i'm going to say and you know cause everyone else is just trying and you know and if it's as i'm not trying and it's just as if there's nothing going on up here (rire) so + cause you know it's jammed with other things but a- irrelevant i mean euh +
69	ER	and do you think you're not able to fi:nd something to say because you're panicking or because you haven't thought <u>about</u>
70	Lucy	<u>both</u> it's both if there's a topic that i don't know much about even in English i'm not gonna find those words but also because i'm panicking things go out of my mind bu::t you know words that i probably know but i'm snatching those things you know and you know i had t- well you know like in this that is typically me i have to think in English and then try and turn it into French and then try and remember what tense i need and everything like that / so it's a slower process obviously
71	ER	so when y- you're saying i need to remember English to really construct and structure my sentence + when you want to speak do you want to make absolutely no errors + do you want your sentence to be absolutely perfect
72	Lucy	yeah yeah that is what i would like / hum and what i try to do but i know it's not (rire)
73	ER	and eu:h ++ even if you have a sentence which is not kind of complete and structured in your head would you dare to say it or rather not say anything at all
74	Lucy	i think probably i wouldn't say anything at all if i've got a word missing or something +
75	ER	mmh
76	Lucy	yeah + yeah
77	ER	ok hum what type of mi- error eu::h can you make when euh you speak

		French during the class
78	Lucy	well getting the wrong vocabulary or hum the tenses you know cause i've been working on you know i've been working on the future tense and i really would like you know to know the past tense but to actually try and remember now euh you know which words and exactly what form i'm gonna use is still quite difficult it takes times but i think i am getting better + but you + th- that's what it is
79	ER	you're saying you're getting better + what has helped you to get better
80	Lucy	i think all the notes and everything you've given us and explaining and then i looked in the little book i've got from AQA and they give you little exercises to do and i find that you know they say put these in the sentences you know in the perfect tense you know i mean stuff like that and look back up notes and look back up words and try and remember / i feel a little more confidence there
81	ER	that's thanks to practice basically
82	Lucy	yeah
83	ER	and do you th- that practice can be the same for speaking / the more you speak maybe the less you're gonna make erros
84	Lucy	it's true but it- wh- when you're speaking ++ everybody hears (rire) if i'm making a mistake on paper it's just me so you know + and i'm n- i'm not comparing myself to Ingrid or Niall which i was doing in the past
85	ER	ok that's interesting this idea of comparing yourself
86	Lucy	you do i mean even June comes out and she'll say (expression sur le visage de ne pas savoir) (rire)
87	ER	(rire)
88	Lucy	but you know when people seem to know the vocabulary and you know and they get it right and so it- i- euh i- i know that some children you know in classes i would thought they feel + if they were on the table and doing something a bit different than someone else at a different level you know it's n- it made them feel a bit inferior i suppose ↗
89	ER	alright and do you even compare yourself to other people that have a different level
90	Lucy	yeah + yeah because you think i'd never be able to say that (rire) euh ++
91	ER	euh you were talking earlier about the different kind of mistakes euh you could make while speaking French / do you think that some are more serious than others
92	Lucy	hum +++ i think getting the tenses right is important and euh +++ (rire) well ++ i don't know + it's funny because i remember once trying to ask a group of young people in the hotel we were staying in Collioure / i kept seeing the word oie and i pronounced it [ooi] and i was asking them what [ooi] was and there were scratching their head and then i spelt it out and they say "oh les oies" ↗ and we all started laughing but that was funny so

		hum in some ways as well the pronunciation can + but being with young people who just thought it was funny and i did too when i realise what i'd done it didn't matter but in the class i think + i don't know i think it's different + it's probably + you know + oh it- it's different situation in class eu:h you have got competition i <u>think</u>
93	ER	a ::h
94	Lucy	it is there weather people realise it or not ++
95	ER	hum so speaking French within the class and speaking French with people in France won't have the same impact on you
96	Lucy	no cause when i've done it + you know we'd been in a cafe and people or people have started talking like a lady did there and asking us oh do you like France and they are trying euh to speak English and we do English French / i'm not worried at all eu::h bec- i suppose if- i don't know i've never actually talk to him and suddenly my husband's friend was married to a French women who spoke very good English obviously / i never spoke French to her (rire) ++ oh yeah ++ euh i suppose it depends which level of English they're at and + cause i feel i don't wan't to make an argument when people are trying to learn English and they want to speak English to me and i want to speak French so we try a bit of each (sourire)
97	ER	ok so you feel more confident if people are in the same situation of learning as you
98	Lucy	that's right yeah oh yeah yeah
99	ER	hu:::m ++ so you were saying earlier that + when you make an error that you feel embarrassed do you feel any: othe:- anything else
100	Lucy	eu:h nul (parle en français) is it called eu:h stupide (rire) th- that's how i feel +
101	ER	only negative
102	Lucy	only negative yeah yeah / an- always an- and you know i could go red sometimes and you know think mmh this is horrendous and just makes me inside myself more so ++ but ++ that is just me i think i'm like that with most things / speak to my music teacher and he'll tell you (rire)
103	ER	(rire) so if someone else makes a mistake in the class how would you react
104	Lucy	well hum th- that would'nt worry me / you know cause i look at them and i admire them for the speaking the way they do + they all speak to you and th- weather their sentences are perfect or not it doesn't matter because they's got an idea of something to say and most of them can + deliver sentences hum th- that are o- i mean then sometimes i must admit i can't understand what they're saying because of the accent (rire)
105	ER	(rire)
106	Lucy	but also i sit there thinking oh i don't know it's + so:: i don't know
107	ER	but do you manage to pick up when someone make an error sometimes

108	Lucy	eu:h do i / no i don't think i do / no no / i honestly don't i've always thought you know they're pretty good yeah and (rire) cause i think they were in Nigel's other group that used to follow us on the evening most of them i think and i don't know how long they've been learning but they were in the advance group and we were the beginners + we were the beginners for several years (rire) so i think everyon- eu:h ++ so i don't think i do i can't
109	ER	when the groups from beginners and advance have been joined since there's been kind of this new group together do you feel that you::r euh confidence speaking has changed
110	Lucy	i think yeah i think euh ++ as i said i feel + less able and inferior and ++ yeah + yeah definitely it's caused it's merged it's yeah
111	ER	eu:h when you make an error + do you appreciate when someone notices it and says something or would you rather that no one say anything
112	Lucy	i d- i don't mind being corrected i think it's important and i don't mind it at all eu:h nut it seems i really rarely speak (rire) ++ o dear
113	ER	how do you prefer to be corrected
114	Lucy	hum you know if it- you know if i've said something bad or i've given the wrong tense i don't mind you saying well i- it is actually do this or if it's a reflexive verb you ne- euh o- or like you did when euh i euh i remember you actually came and talk to me about what i'd say + you did that about that + euh thing about newspaper and it sticks in my mind when i'm actually told i've said something about how it made me feel and i used XXXXXXXX so i remember that know and so i think that's good
115	ER	so when you're explained an error you'll remember it
116	Lucy	yeah + cause it's funny you make that mistake and you think ah alright cause i wasn't sure when i was supposed to XX but it's good yeah + yeah
117	ER	so making these errors and being then explained the error do you think that you won't make that error again
118	Lucy	i think i won't no + cause now i'm more aware of you know / i mean actually you told me twice cause i made the error twice in a short space of time and then i got yeah know i knew I KNE::W i should i've done that so that's fine yeah yeah
119	ER	and you were saying that example that i came to talk to you privately
120	Lucy	yeah yeah
121	ER	do you prefer to be explained or corrected privately or in front of the class
122	Lucy	hum it if euh if i've been right in something like like you know like the about the newspapers when you stand i think that's fine but i wouldn't mind if i had said something because someone else might learn from my mistake in class and you know it- you know i i wouldn't mind about that ye- yeah because it's not you i'm worried about it's the others (rire) so b- but you might be helping the others wi- with that mistake

123	ER	have you ever learnt from other people's mistakes
124	Lucy	hu::m +++ i think it makes me ++ yeah like June euh when we were putting reflexive verbs into the past euh was using euh avoir and eu:h sh- she usually aks me and i thought no no that use être now that may have helped reinforce it in my mind too / so yeah i think you can learn from other people's mistakes
125	ER	so would you see::: making errors as something positive or negative
126	Lucy	i know that making errors they say you learn from your mistakes so it's positive hu:m yeah + definitely
127	ER	so:: hu::m do you make a difference between the term mistake and the term error
128	Lucy	no + i don't think so eu::h no i don't think so
129	ER	ok hu::m ++ hu::m +++ if the teacher makes an error how would you react
130	Lucy	hum i think it depends what it is / i c- i can't imagine that you'd make anything big +++ i don't know ++ i i think hu:m +++ Amin + that we had before he wrote euh instead of poisson he wrote poison and hu:m i i just queried it cause you know Amin said OH yeah so i know that's ok i addad an extra s + but you know something like that is nothing really / well i thought other people might not know the difference between this and that so + but euh that's all + n- no i think as a teacher i made mistake and children might say oh oh miss XX's wrong but it doesn't matter
131	ER	so you were saying you worked as a teacher so I'm sure with your students have noticed these kind of reactions towards mistakes from your students sometimes
132	Lucy	hum well th- they were young children and hum so + i mean obviously children can be quite cruel and you know + you have to + support them all / so it's a bit of a difference +++ i don't know i think most of it's coming from ME
133	ER	ok
134	Lucy	it's MY personality it's MY ++ attempt try and do something and then seeing people doing it much better and feeling inferior & that's my choice isn't it it's crazy & it's not THEM
135	ER	were you the same during your school your <u>academy</u>
136	Lucy	<u>yeah</u> my inferiority goes way back (rire)so yeah / that's what it is that's why i think it's me it's not the other people
137	ER	mmh
138	Lucy	cause no one has ever turned around to me and said oo:h you're stupid or whatever it's just me doing it to myself hum
139	ER	do you think that anything could help you to go past this

140	Lucy	I don't know / perhaps if there were more people that like June at my level (rire) like there used to be +++
141	ER	so eu:h ++ so you:'re reaction to errors and your vision towards errors hasn't changed from when you were euh at school
142	Lucy	no
143	ER	you've always reacted the same
144	Lucy	yeah
145	ER	so the fact that you're speaking in front of adults doesn't change anything
146	Lucy	no / well think that speaking in front of children and i could do that in school and if they asked me to stand up and speak in front of the all school in front of all the teachers ++ i couldn't do that but my own class i could do but + you know i'm fine with children but / i i suppose that adults are more critical and hu:m XX / but that comes from my childhood if anything +
147	ER	so adults are critical hu::m how would you react if someone laughed at one of your errors
148	Lucy	m:::h (sourire) i don't think i'd like that / it- it's not the same as when i was in the pub with the young people and that was just so funny but ++ they were laughing with me not at me
149	ER	yes ok
150	Lucy	so that's a bit of a difference
151	ER	mmh
152	Lucy	so i would mind that (rire)
153	ER	so knowing that you can laugh of an error together but not laugh the error + if that makes sense
154	Lucy	yeah ++ yeah / it- it's i- you know it's a completely different situation + i- i- it was crazy whereas in class &i've made an error& / i wouldn't like the children i thought laugh at anyone when you find something difficult and made an error whatever subject it was so + i- it- you know / laughing with someone fine hum but not laughing at (rire)
155	ER	in that situation with you:r students with your pupils what would you have said to someone laughing at
156	Lucy	i'd at- + you know i'd- i would say that's unkind and you know + you make mistakes too but you know you must be kind th-that kind of attitude yeah
157	ER	mmh and if someone gets kind of annoyed or a bit frustrated if that makes sense
158	Lucy	annoyed in class ↗

159	ER	yeah in the class if you make a mistake and someone is kind of complaining o:r + they seem a bit annoyed with the situation
160	Lucy	eu::h I I'd get very + tense I suppose about that / that makes me feel uneasy eu:h but luckily: + it did happen with Amin but ++
161	ER	can you tell me about it
162	Lucy	(sourire gêné) it was hum Dennis ⁴
163	ER	ah ok
164	Lucy	he was a typical Yorkshire man / with roh (agacée) these fixed ideas and the very first lesson we had with Amin / Amin was saying going around why do you want to learn French and he went to Dennis first and Dennis said / well i don't want to learn it really because i've never been to France and i hate the French and the only French people Have ever met were on a ship and they were as ignorant as possible / a- and i was sitting there you know the poor young guy and he was so understanding and then we he came to me and i was saying well I A:Dore France (rire)
165	ER	(rire)
166	Lucy	and then Dennis turned around to me and he said m::h well + so what you know i wanted to diffuse anything and let him know that everything is alright that he + but th- i i c- i can't blamed it / that's typical s- sort of Yorkshire man who's probably not very well educated you know and had these intricate views on things
167	ER	maybe he was trying to provocate a reaction
168	Lucy	yeah he did he did also eu:h eu:h cause Amin was arab cause he said to him as well wh- what's your Christian name
169	ER	no::
170	Lucy	and Amin said i haven't got one / i'm not a Christian and so / And then when there was the thing with Charlie Hebdo we came and he wanted to talk about it and Amin didn't and he he w- well you know June and myself were going red thinking WHAT are you doing
171	ER	so you were thinking kind of annoyed and embarrassed
172	Lucy	oh yeah feeling for the person that he was putting on the spot and that was mean / i mean he just had no sense of feeling and so (rire)
173	ER	so:: whit that story i kind of get the feeling that you manage to put yourself in other's people shoes
174	Lucy	oh yes oh yeah very much so
175	ER	so if someone makes an error in the class would you kind of feeling sorry for them or embarrassed or what you would feel for yourself

⁴ Apprenant mentionné dans le chapitre 1.3.3

176	Lucy	you know i i i wouldn- i'd feel if anyone had laughed at them or anything i wouldn't like that i'd feel yeah i do feel for anybody who makes mistake yeah + yeah + cause i make so many (rire)
177	ER	do you judge other people that makes errors
178	Lucy	that make errors ↗
179	ER	yeah
180	Lucy	no no i don't think so
181	ER	euh do you think that any error should be kind of point out or noticed
182	Lucy	NO no i don't think so / i never did that we my own children when it was correcting work it was just something to work on / to find maybe particularly things that they were doing more often + yeah
183	ER	so in the French classroom while speaking French which errors would you like the teacher or the other students to point out and which ones do you think are not that important
184	Lucy	hum you know things like particularly if you're not getting the right word probably eu:h + an important word not if you've missed a de or something or you've used the wrong noun or verb and hum tense:s + th- cause like wh- whit June she's just so grateful that i pointed out that she should be using a certain verb in that way and i'd feel the same if she did the same to me / it- it's important things that actually make you understand not very small things ++ yeah
185	ER	mmh so you're saying that makes you understand if you left out the other that are not impacting the sense would you be more confident eu:h speaking
186	Lucy	hu:m i think so probably but as i said + m- my problem is actually getting my mind to think of something on the spot hu::m ++ i i even find it difficult in in English if someone ask me about something that i i you know i haven't thought about / so i like a little bit of preparation ++ just to (rire) help me a little bit more
187	ER	yes that actually makes sense with the questionnaire you've done saying that you eu::h a perfectionist learner so that you want everything to be perfect before you try it
188	Lucy	that's right (sourire) that's right (rire)
189	ER	eu:::h +++ oh yeah / where do you think your errors come from / some errors that you make
190	Lucy	hum / i think eu:::h +++ i think it's my memory
191	ER	mmh
192	Lucy	I KNOW i know for a fact that as you get older it's crazy you suddenly realise that your memory isn't as good as it used to be eu::h and it- it can take quite a long time to come to the form of what you're trying to dredge you know even in English people ask me the name of a certain ballet and i

		knew the ballet and i could not remember the name it as not until i was driving home and then it clicked and if you're put on the spot in a conversation and you can't remember those words or whatever XXXX you know + it's the memory
193	ER	the memory mainly and eu:h so do you feel like you've got all the keys all the elements to actually be able to speak French
194	Lucy	in a- yeah in a certain way / i would practice you know at home and i can say things or things would come up into my head and i'd try and come to sentence and i'd think oh and that's fine eu:h + but it takes a lot of thinking you know
195	ER	yes
196	Lucy	remembering and But in my own head i can see that this year i'm s- better than i was last year + a lot a lot of things make sense and hum it's given me the appetite to try and to learn more and to put more effort into it (rire)
197	ER	that's good
198	Lucy	yeah
199	ER	hum the errors that you've made this year do you think that ++ you've said that you've progress / do you think that these errors have helped you progress
200	Lucy	yes / well well they show up what you really don't know ++
201	ER	so do you do you attach a lot of importance on your errors
202	Lucy	well yeah obviously i think i do / i i don't look at my successes (rire) yeah hum
203	ER	so you put more importance on your mistakes than on things that you do well your success
204	Lucy	yeah yeah yeah it's funny yeah
205	ER	why would you think that
206	Lucy	+++ hu- it's it's the way i am / i know that because as i said earlier my music teacher i i eXASperate him i know + i i and you know and he keeps saying it well you've made a mistake then carry on playing and you know it's ju- i don't know it's feeling embarrassed about it (rire)
207	ER	do you see it as an obstacle in your learning
208	Lucy	++ it's + no / cause i do learn but it's not it is an obstacle like hum ++ again he has short of a showcase where you have to get up and play and i've done it since i'm not doing it anymore i can't do it / i don't really like being someone who makes mistakes with anything hu:m ++ you know i'm just not an extrovert / i'd rather be in the background working than out there at the front you know but that's just me
209	ER	mmh so would you say that your main goal in any learning especially in

		French would be not to make any mistakes
210	Lucy	i'd like to not to make any mistakes and i would like to as it says here speaks well a::n ++ yeah +++ i would really like to be able to speak fluently (rire)
211	ER	so for you speaking well is not making mistakes
212	Lucy	it's being more fluent eu:h ++ more fluent i mean / because even in English i'm gonna make mistakes aren't i
213	ER	so mak- making errors making mistakes is ++ well it's always gonna be there / is it possible not to make any errors
214	Lucy	no no no well no no it isn't / i do understand that but it's that i make a lot more in French and th- as i said i i can't pull up the ideas very quickly and the words and fit them all together quickly when being pu on the stop so ++
215	ER	alright / euh well euh thank you very much for answering my <u>quest</u>
216	Lucy	(rire) oh well i'm sorry i kept you a long time
217	ER	no no that's brilliant eu:h I'm just gonna stop that

Annexe 12

Transcription d'entretien – Jeanne

Numéro	Locuteur	Énoncé
1	ER	So thank you for eu:h answering my questions today / so how we've discussed in our email i'm basically doing some research for my master's degree hum regarding how adult learners euh react and feel about making mistake while they speak in a French in the in the classroom / so i'm trying to put that in relation euh with the type of learners euh so that's why i've asked you to complete that questionnaire and depending on your type or learner if you're kind of an extrovert learner or shy learner or + independent learner or dependant eu::h + i'm gonna put that in relation with your vision of of errors in the classroom / hum so i'm gonna record all the conversation eu:h but i'm not gonna use your name so everything is gonna be <u>anonymous</u>
2	Jeanne	<u>alright that's fine</u>
3	ER	<u>euh</u> so We're just gonna: basically speak freely as a +normal conversation eu:h if that's ok with you
4	Jeanne	that's ok
5	ER	hu::m so to start with how long have you been learning French for + quite a few years i think
6	Jeanne	i started when i was eleven
7	ER	yeah
8	Jeanne	and ++ i studied + fr- at college when i was training to be a teacher and i lived in France
9	ER	mmh
10	Jeanne	and that's when the learning stop because i didn't go to any more French class
11	ER	ok
12	Jeanne	althought i did TEach French for a short while and i taught French hum + as a private tutor + just for a very short time
13	ER	Ok
14	Jeanne	+ and i practiced my French everytime i went to French which was in those days twice a year cause we used to go on and stay with my French friend who lives in Paris XXX and we used to go for a three weeks camping in French every summer / then we stopped going camping for all sorts of reasons and i've not been to Paris to see Moni for a long time now ++ that's why i started coming bac- first of all i started coming back trying to learn German

15	ER	a::h <u>ok</u>
16	Jeanne	<u>and</u> then realise it was a bit difficult and i was a bit old and it took me longer
17	ER	have you learnt German before
18	Jeanne	no
19	ER	you started from zero
20	Jeanne	yeah starting from zero / hu ::m but then after two years there weren't enough people in the class and the class stopped
21	ER	oh ok
22	Jeanne	so they offered me the chance to:: to join the intermediate as it was then French class and i- i had a hell of a time because it made me concentrate on what i was doing and trying remembering things +++ and eu:h then they combined the class this last year as there weren't euh for two class
23	ER	oh so they only combined from last year
24	Jeanne	yeah with hu:m ++ A- Am- ++
25	ER	Amin
26	Jeanne	Amin yeah / that was the first time that they'd combined hu:m and actually hum some of the people who went in the intermediate class from when it was separate ++ we're not ++ this is gonna sound awful (rire)
27	ER	(rire)
28	Jeanne	they were'nt THAT good
29	ER	ok
30	Jeanne	but you know th- they worked / they could still speak but they weren't that good
31	ER	Mmh
32	Jeanne	but hum so actually it was already king of X
33	ER	they weren't that good eu:h in what aspect of the language
34	Jeanne	euh +++ mostly the accent (rire)
35	ER	(rire)
36	Jeanne	Th- they'd- a lot of them would have quite a good knowledge of French grammar but the accent was difficult (rire)
37	ER	ok / is the accent important for you when <u>speaking</u> French
38	Jeanne	<u>it is</u> it is / i think if you're going to learn a language / you need to speak it as well as you can so that m- n- native speakers can understand you

39	ER	ok mmh
40	Jeanne	it's like my German was AWFul (rire)
41	ER	(rire)
42	Jeanne	because when i spoke German my brain said to me you're speaking a foreign language + so i would speak German with a French accent (rire)
43	ER	o::h interesting
44	Jeanne	y- yes it did / caused me XXXX / yes i think the accent is important
45	ER	so is it like + when you speak French the most important for you is obviously to be understand <u>by</u>
46	Jeanne	<u>yes</u>
47	ER	ok
48	Jeanne	an- and i Used to be able to- i mean i used to live in France / i Used to be able to speak French + so that nobody actually knew that i was foreign
49	ER	oh ouha
50	Jeanne	we went to euh police station once in Cognac to report an accident where somebody had driven into us and ++ driven off / so we went to the police station and i did all the + talking + and i turned to my husband at one point and said oh grief i can't remember the French word for crashed into us and this police man looked at me and said are you not French (rire)
51	ER	(rire)
52	Jeanne	i- it- they were very good to us actually (rire) / but no i think the accent is important and maybe it shouldn't be but i think it is
53	ER	ok
54	Jeanne	i mean you can tell i'm not native French because i get my tenses wrong (rire)
55	ER	(rire) so for you when you speak French what do you focus the most on
56	Jeanne	++ hum +++ &well obviously to be understood& i want to use the right word + i would like to use the right tenses (rire) and if i can't find the right word + i make great use of those two very useful French words + le truc et le machin (rire)
57	ER	(rire) très bien
58	Jeanne	euh and i try and explain / if i don't know what the word is i try and explain either what it looks like or what can be a- but most important thing is getting what i want to say understood by the person i'm talking to
59	ER	and in order to do that do you think that eu:h y- + you shouldn't make any mistakes or do you think you can be understood with making mistakes

60	Jeanne	i don't mind making mistakes hum i don't mind making mistakes at all as long as ++ eu- i- i mean it annoys me when i can't remember the word but it doesn't matter as long as the person gets the message
61	ER	ok
62	Jeanne	euh + writing French as always been for ME more difficult than speaking it
63	ER	ah ok that's interesting
64	Jeanne	ALways
65	ER	because for most people it's the contrary because when you write you have time to think what you're gonna do but when you speak it's kind a instant
66	Jeanne	yeah no i i i've always been better at speaking in than writing in
67	ER	is it because you've lived in France
68	Jeanne	i think it probably is / you know i- accent really annoys me and + writing the verbs down and the tenses i have to think which tense "because sometimes when you say them& there's no difference really in the way euh you pronounce well there's no difference in the way i pronounce them (rire)
69	ER	so would you say that when you speak French eu:h you're not as focused on not making mistakes with your tenses for examples than when you're write it
70	Jeanne	i think that's it / more than anything yeah
71	ER	ok
72	Jeanne	and anyway / talking is easier than writing
73	ER	mmh why
74	Jeanne	it just is ++ it- it is in English as well +++ eu:h sometimes i come out with wonderful sentences for things i've got to write but by the time i find a pen and a piece of paper i've forgotten the /flipping;fripping/ sentence (rire) but that's my age i think
75	ER	(rire)
76	Jeanne	no i- i do like writing and do like a nicely crafted piece of writing on a letter o- or whatever but + i've always find it easier to talk
77	ER	ok
78	Jeanne	my husband would say it's because i never stop talking (rire)
79	ER	(rire) so would you say that your- your kind of character eu:h when you learn + because you like speaking you like talking
80	Jeanne	a lot

81	ER	does that kind of + wh- ++ when you're in the classroom does that ++ is it the same do you try to speak as much a possible
82	Jeanne	yeah / i i like speaking / i do try ++ i'm very conscious ++ that in the classroom situation you've got to give everybody the chance to answer questions and that and i have to physically stop myself sometimes from answering a question / when you ask a question + if i know the answer + i come out with it but sometimes i have to stop and wait for somebody else that might be a bit slower ac- actually getting it or verbalising it and i think + sometimes y- you'll see me looking around if anyone is going to answer it and if they aren't then i do answer / but i'm very conscious that i've got to give everybody the same chance that i've got
83	ER	Mmh
84	Jeanne	and just because i like speaking and i can + sometimes think of what you're asking the answer to what you're asking quicker ++ (inspiration) and i sit on my hand sometimes (rire)
85	ER	(rire) if for example someone makes a mistake while they're speaking in the classroom hum and you notice the mistake wh- what would you do
86	Jeanne	Nothing
87	ER	Really
88	Jeanne	no because +++ i was a teacher for a long time and i know that if you ↗ if you allow somebody in the class to CORrect another student + then you're undermining th- that other student and i wouldn't dream of doing that
89	ER	ok / so do you feel that you're experience as a teacher kind of changed the way
90	Jeanne	<u>yeah</u>
91	ER	you've become a learner
92	Jeanne	of yes big time
93	ER	in what ways
94	Jeanne	(longue inspiration) well i'm i mean i'm of an age where I was educated very formally hum we even did nature study from a lady in a program and i lived in a village near woods just on the other side of the playground / you know in the 1950s and 60s when i was at school it was very different / when i started teaching + i've never taught anywhere but Rotherham (inspiration) and Rotherham primary schools in the 1970s and the 1980s right up until the brought the national curriculum + they had this thing called and experiential approach to learning / you learnt by doing / it wasn't formed you didn't have textbooks that you worked you way through / y- you learnt by doing and you learnt through topics that were brought in in all of the different subject areas and that changed the way i became a learner
95	ER	alright

96	Jeanne	a lot
97	ER	so would you say that you ca:n learn from your mistake
98	Jeanne	oh yes / big time / provided that your mistake ++ hum +++ are gently corrected
99	ER	yeah ok
100	Jeanne	hum and you're not criticised from making a mistake / i think children learn best when they make mistakes + but understanding what it is they've done wrong and then if they understand what they did wrong then they're n- it's alright for them to make mistake because they KNOW what they did / if for example you said to me what's two and two and i said five and you said to me don't be stupid it's four ++ then every time you'd ask me that question i'd feel that feeling that i had when you corrected me / If i said two and two make five and you'd say well think about that shall we you've got two and then you've got another two that's one two three four (en comptant sur ses doigts) isn't it ++ then i know where i went wrong + and i HOPEfully won't do it again
101	ER	so in the French classroom if you make a mistake how do you prefer to be like corrected
102	Jeanne	+++ well actually the way you do cause sometimes if i get a tense wrong or a word wrong or a construction wrong some or the other you just very gently say + you just say it the way it should be and just leave it to that with a smile because that's th- and i like that
103	ER	so do you prefer to be shown the right way or to be explained why you've made that mistake
104	Jeanne	it depen- &well it depends what it is& and it's very difficult when you're speaking a language + but writing you you know i i if i got someone wrong with the writing i i would like it explained to me what it w- why it's not right why it's not that tense /hope;or/ most French people would say it like this / i mean there's no way i'm as good a French speaker as i was when i was twenty one but i do the best i can it's a very good exercise for those grey cells / b- but you see some people just like to be told no that's not this it's this but i like I like sort of more of an explanation
105	ER	<u>and understanding</u>
106	Jeanne	<u>yeah</u> because if you understand something +++ the next time you do it because you understand it + you light have to search back in the brain but ++ whereas some people they don't like being corrected full stop
107	ER	why do you think they don't like being corrected
108	Jeanne	i think it's more a personality trait
109	ER	mmh + you were saying earlier that f- for kids you need to kind of explain to them why they're making that mistake do you think it's the same with adults
110	Jeanne	(longue inspiration)

111	ER	have you ever taught adults
112	Jeanne	hum i've never taught adults actually ++ eu:h no i've never taught adults +++ na: + but you know it's i've taught teenagers out of the school settings and i've taught- i used to work in a youth club and i did all the ++ netball and /rounders/ and fitness and everything and they were sor- they were i mean some of them they were working but they were still teenagers hum but that was slightly sort of a different situation ++ i don't know ++ hum +++ i think with adults cause sometimes we're very poor are asking why +++ and sometimes we're too good at it (rire)
113	ER	(rire)
114	Jeanne	and it it's difficult to actually know ↗ ++ i mean i know what i like but maybe i'm the odd one out maybe other people aren't + quite like me it's <u>diff-</u>
115	ER	<u>that's</u> what you were saying always goes back to the type of learner
116	Jeanne	yeah yeah because we're all some different sorts of learners / i mean some people are visual learners / i mean with spelling + in English and in French i write the word down and if it doesn't look right + i have to check it you know is it an i or is it an a / some people are visual learners some people + a::re + they gotta get their hands on with with things to learn it eu:h some people are learners behind rotes which is the way that i taught and it didn't + n- not my favourite style of learning (rire)
117	ER	would you say that you::r your character as a learner is the same today as when you a kid ++ at school
118	Jeanne	+++ i think it has changed / but it changed through life experience and through the experience of being a teacher for all those years eu:h because there was no toher way but learning by rote at the school i went to / i mean good grief i had one of the same teacher who taught my mother (rire)
119	ER	(rire) ouha
120	Jeanne	yes so + th- th- it was it was the good old fashioned class of forty plus sitting in desks in rows and there was a timetable and it was strict and we did it and every Friday morning when i wa:s + ten eleven years old there was a math test getting ready for the eleven plus and i had to sit the eleven plus hum and it was very formal it was
121	ER	even in the French classroom you were such a <u>big</u> group
122	Jeanne	<u>no</u> well i didn't learn French at primary school
123	ER	oh yeah i thought you were eleven
124	Jeanne	when i went to grammar school ++ hum ++ it was actually learning behind rotes I STill remember and actually Nigel told me once that the word i had been taught f- for what i thought was a lamp post was so old fashioned it's unbelievable / i still remember learning REverbère (rire)
125	ER	oui (rire)

126	Jeanne	and i mean + you know we had ten words to learn every week and there was a test + and it was a::ll very formal you know conjugating verbs and ++ very little in the way of actual talking / hum we did have someone like you ↗ fo:r half an hour a week with small groups but that wasn't when we first started it was more when we were getting more towards a level time eu:h and i enjoy it because i chatted away to her because i had been away to France a few times to stay with families (inspiration) + and some of the others ++ they preferred you know th- the formal sort of writing it down and that's where was my downfall writing down (rire)
127	ER	(rire) hum i forgot to ask you at the beginning / do you + like + do you make a difference between the term error and the term mistake
128	Jeanne	+++ with other people yeah ++ but not with me (rire)
129	ER	(rire) so there's not one which is for you mo- more serious than the other or ++
130	Jeanne	+++ if someone'd say i made a mistake +++ I would often say to him that's not a mistake it's just a little hiccup o:r a little error or something / a mistake it's not as far as i'm concerned a mistake is a bit more serious than an hiccup or an error but basically they're all the same you got it wrong (rire)
131	ER	(rire) yeah ok / so in our conversation which one would you pref- which term you would prefer to use or +
132	Jeanne	it doesn't REally matter / because +++ i always call the things i do wrong in French mistakes
133	ER	mmh ok
134	Jeanne	hu:m because they are mistakes &because i ought to know better& (en rigolant et faisant un signe du doigt)
135	ER	yeah ok / so for you:: a mistake is something you do wrong
136	Jeanne	yeah
137	ER	but wro:ng + what is kind of the: + right how do make difference between the right and wrong
138	Jeanne	if something's wrong \ it means it's not correct it's not + the proper way of doing it ++ and it's the sam- &when i'm speaking French and i make a mistake it's cause i either use the wrong word the wrong tense& quite frequently the wrong gender (rire) because this le la thing is something that English people find comprehend
139	ER	of course
140	Jeanne	and sometimes you can + you can t- what i sometimes do if i can't remember wether it's masculine or feminine / i'll say the word with le in front of it and i'll say the word with la in front of it and ++ sometimes that remembers me because i always XX what sounds right
141	ER	so how did you say that if sometimes you don't really know the rule but it

		sounds right when you say it
142	Jeanne	yeah yeah
143	ER	so you were saying you can make mistake for example with the ve::rbs o:r with the GENDER wo- would you say that some mitskaes when you speak are more serious than others
144	Jeanne	hum +++ you know i've never thought of it but i don't think so becau:se:: all mistakes that you make when you're:: euh when you're talking if that affect the understanding / then THAT is a problem / but if- if it's a little thing like getting you know + the gender or the grammar as lon- most people will understand you even if you / except IF + now there is one exception and that is with LE livre et LA livre
145	ER	a:h oui
146	Jeanne	and there is a big difference there and i have to try and remember each one it is ++ that's the sort of word where i always have to stop and think
147	ER	a::h ok / donc + so for you the meaning is more important than the <u>form</u>
148	Jeanne	<u>yeah</u> yeah yeah
149	ER	ok hu ::m do you think that every mistake should be corrected
150	Jeanne	NO no that's something you learn with children / you DON't correct every that's wrong √ you you decide which is the most important thing to focus on
151	ER	ok
152	Jeanne	and that's what + i think + is important when you're making errors mistakes or whatever / don't + don't totally + completely and utterly correct EVerything + focus on what it is maybe it's tenses maybe it's endings maybe its + ACcents in my case (rire)
153	ER	(rire) so why not correct everything
154	Jeanne	+++ as a learner + if you ++ have worked hard on something and it comes back and even if it's not red ink + you know what i mean about you know just covered in corrections it's very + it- it makes you feel very disappointed and downhearted / you know i always used to say this week wh- when i look at your stories i'm gonna be looking at spellings of the words i think you should be able to spell +++ and i used to ignore things like grammar there and then and punctuation and that because i was focusing on one thing / i i think if- if you try:: to bombard a learner with too:: many different sorts of things ++ t- ac- to concentrate on they can't ↗ / you know you gotta concentrate on some mistake
155	ER	ok so you can't like ++ you're saying you can't take <u>on too much information at the same time</u>
156	Jeanne	<u>no you can't</u> / and if if you stick on one thing like accent o:r verb endings or whatever + then it sticks better

157	ER	Ok
158	Jeanne	and it's got + cause you've concentrated on it and then you can move on to something else when that's stuck in there / although you do have to keep visiting it gentle reminders / but no I'd never go out with the thought of trying to do everything
159	ER	so: + if + for example you've made a mistake in the class while speaking hu:m would you remember that if you're obviously being corrected would you remember that mistake for the next time
160	Jeanne	if i've written it down yes (rire)
161	ER	Ok
162	Jeanne	because i have to record things / you'll see me furiously scribbling away
163	ER	so you need to write down everything
164	Jeanne	yeah yeah because: it's an age thing as well if- i mean my house got lists of things to do ++ all over the place and i cross them ou when i'm done because life gets very busy and when life gets very busy if you don't write it down
165	ER	it's tricky
166	Jeanne	it's tricky / i mean my mother's ninety four she writes everything down / [30 secondes sur la vie personnelle de Jeanne non en rapport avec la recherche non transcrites]
167	ER	and in the classroom do you: write down what you say or what you're going to say
168	Jeanne	sometimes / i mean if we're + you know ++ if for example you give us ten minutes to write three or four sentences about what a subjeft then i'd write that down and I've always seem to manage to finish before everybody else ++ but then i would go through what i've written and think (monte les yeux au ciel) / but if you say something i i often write that down in the marging
169	ER	Ok
170	Jeanne	eu:h and correct what i've got wrong (rire)
171	ER	ok / so is it important for you to + really correct everything eu:h if you've made a mistake to really correct everything
172	Jeanne	+++ only if i think it's important / i mean you know if if i write wrote down je préfère and you wrote if on the blackboard and i looked at mine and saw it was <u>wrong</u>
173	ER	<u>different</u>
174	Jeanne	i'd change my accents things like that / to try and reinforce
175	ER	but when you speak for example you don't have the accent mistake or

176	Jeanne	no no / thats' why i like speaking better (rire)
177	ER	so do you like speaking better because + maybe making mistake is not AS obvious or
178	Jeanne	YES it isn't / yeah an- and i can /wriggle;XX/ my way through almost anything (rire) with the help of machin et truc (rire)
179	ER	hu ::m if you make a mistake in the:: while speaking French in the class how would you feel
180	Jeanne	hum +++ i don't think i'd feel anything because ++ i'm used to make mistakes (rire) and it doesn't worry me EXcept as far has it means that there's a bit of my learning that's disappeared
181	ER	so for you making mistakes means you've forgotten
182	Jeanne	often yes / yeah i've forgotten something yeah old age crippling on
183	ER	yeah because obviously you've lived in France or obviously you have a really level in French so:: making mistakes for you kinda shows you've forgotten something
184	Jeanne	yeah / most of the time o::r occasionally i never knew that / this miss vandertramp thing i NEVER heard of it yeah
185	ER	yeah i think it's the new type of <u>teaching</u>
186	Jeanne	<u>yeah</u> I'VE never heard of it and ++ to be honest + i've been pushed to work it out but somewhere in the back of my mind i remember learning a list
187	ER	of verbs yeah
188	Jeanne	yeah and i've forgotten a lot of it that you know you occasionally h- occasionally something jumps to the front i think again no that's not an avoir verb it's an être verb
189	ER	yeah ok / so would you say that if you make mistakes you kind disappoint yourself or you wouldn't go that far
190	Jeanne	i quite disappoint myself sometimes because i think &oh i should have remembered that& or that's simple you know + losing a word or two you know some of the vocabulary some of them are obscure thing and i d- i wouldn't say that my vocabulary: euh covers all sorts of things and &I have bought a new French dictionary& because i did point out to my husband the one i got was the one my father bought for me when i was doing a level and it's dated 1964 and they didn't get computer things in those days and he said well i think you can have a new one then (rire)
191	ER	(rire)
192	Jeanne	there's a lot of areas in French where my vocabulary is almost inexistent because i never have occasion to talk about computers
193	ER	and the language evolves

194	Jeanne	and the language evolves that's what i keep saying and spelling evolves you it evolves in English it evolves in French as well in spite of the académie française might say
195	ER	yes exactly / hu ::m so in the classroom when you speak French do you like being point out euh you're mistake
196	Jeanne	+++ (longue inspiration) yes / i do because it's helpful + i mean there's no point in carrying on writing or doing something or saying something if it's actually not correct and even if French people might understand you if you said it incorrectly / you know it would be better if I knew and I was doing it wrong ++
197	ER	so what is your main objective when you speak French
198	Jeanne	++ communication (d'un ton évident)
199	ER	and do you think you can achieve communication with making mistakes
200	Jeanne	you can ↗ / oh yeah of course you can but it's better if you don't because then there's no chance of misunderstanding if you: say it correctly they understand exactly what you've said and there's no ambiguity ++ i mean it's like ++ month ago now Emily ⁵ turned to me ac- actually it was last year cause it was Amin and Amin was coming around with some chocolate it was one of the last and he offered one to me now i have to go to weight watchers every week (rire) so i just said merci and Emily taped me on the shoulder and Emily's got a very good French accent she's a very god speaker but she's got no confidence in ability ++ and she said can i ask you because you said merci when Amin offered you that ++ chocolate and he didn't gave you and i said no because merci can me no thank you as well and +++ that's what makes French difficult you know when merci can mean thank you
201	ER	yeah the different meanings of the language
202	Jeanne	yes / and the reason why i remember that one is because somebody offered me a drink when i was fourteen in France and i said merci which is what you say in English and they didn't gave me anything (rire)
203	ER	(rire)
204	Jeanne	so i always remember that moment and she ask me how do you know whether to with yes or no and i said well actually generally it's a facial expression or body language because i put my hand up like that (montrant le mouvement) and said merci so + she made a note of that (sourire)
205	ER	ah very good / that's interesting ++ eu:h if + you were sayng earlier if someone makes in the classroom you're not gonna point it out to them / what if the teacher makes a mistake
206	Jeanne	++ if the teacher make + i would say quietly + hum: you know such as + i always thought that am i wrong ↗ (rire)

⁵ Nom d'anonymat du sujet 5

207	ER	(rire) yeah
208	Jeanne	and sometimes teachers do make mistakes / of course they do
209	ER	and what do you think if the teacher makes a mistake
210	Jeanne	that they're human (sourire)
211	ER	yeah / hum so you were saying it's also pointed out in a certain way / do you think it's the same for the teacher do they need to point it out to the students in the same way
212	Jeanne	it's yeah yeah / &yeah i mean it's& a case of knowing your students and it's sometimes quite difficult (longue inspiration) ++ i have to say that what was his name ++ Dennis
213	ER	yeah
214	Jeanne	i found him very difficult + VERY difficult ++ and he was difficult with Amin as well
215	ER	yeah i've heard
216	Jeanne	very difficult hum (souffle;hésitation) +++ he wanted an explanation for everything and it wanted to go at a much slower pace than the rest of us did + which was difficult / i mean i felt sorry for him but you know it was difficult but i've forgotten your question now (rire)
217	ER	eu:h i've forgotten as w- oh it was about hu:m how to point out mistake the way you kinda correct someone
218	Jeanne	yeah yeah / so + i mean in a group the size of ours you've- you know what people are like / you know how to deal with a mistake made by me a mistake made by Nick ⁶ hum + and it might be a bit different but it doesn't really matter because it's not about consistently telling everybody the same thing it's dealing with individuals with different learning style
219	ER	so for you how do you prefer to be dealt with + if that makes sense
220	Jeanne	yeah / well if i've made a mistake when i was talking ++ i wouldn't mind if if you sort of + point it out and actually you don't say it like that you say it like that in front of everyone or whether you came to me afterwards and said it doesn't matter to me / bec- th- tha's probably because when it comes to French i'm fairly confident / if it was German ++ i w- would be talking a ALL different game because i don't have + the: experience of being a successful learner in German whereas i have happened to be a successful learner in French / even though i've forgotten a lot
221	ER	so you're experience in a language makes you react <u>differently</u>
222	Jeanne	<u>yes</u> / i think it does yeah / i mean I'm cross with myself sometimes and i can't remember the words or i have to check them / but ++ i've got the experience of knowing what it feels like to be sort of successful in it so if i do make an error it doesn't matter you know / i put it down to my age

⁶ Nom d'anonymat sujet 4

		(rire)
223	ER	so that doesn't prevent you from taking the stage and speaking in the classroom
224	Jeanne	NO nan but if it was German it would be different totally different
225	ER	a::h that's really interesting
226	Jeanne	yeah and i didn't have much success in German / as i said when you're trying to speak with a French accent anyways (rire)
227	ER	but you were saying that even when you we:re in a:: grammar school you really enjoyed speaking French with the assistant speaking in the class but you probably didn't have the same level at that time
228	Jeanne	didn't have the same level nor much chance or opportunity speaking in the lesson cause they were still very formal but i've been to France i've made myself understood i have had conversation with people i've listened and i've absorbed an awful lot without actually realising i've absorbed it / so yeah i was a successful learner already at that point because i could make myself understood a::nd it was pointed out to me that i was the only one who was actually talking in these lessons with the assistant / the others were very + because none of them had been to France + i was the only one from my class who actually went there / it only cost nine pounds the first time i went there for three weeks / the train across the channel online cost nine pounds / but nine pounds was a lot of money at that time and my parents had to go without holiday for a year to send me + and i've always been very grateful for that / and they sent me every year + even when i was in college <u>hum</u>
229	ER	<u>and</u> oh sorry
230	Jeanne	<u>and</u> you know i stayed with all sort of different friends and families and i just absorb it / you do / think the only way to learn a language probably is to actually be forced to use it in a natural setting
231	ER	mmh + so you were saying y- you really don't mind making mistakes it's not a problem for you when you speak / is it the same in a classroom setting as if you speak in French if you have a conversation with a French person
232	Jeanne	yeah it's / it- i mean as long as they understand what i'm trying to say ++ <u>hum</u> ++ and as long as i can remember all the words for the you know th- the vocabulary / euh it doesn't really matter / when i write things down + if i wrote a letter in French / i mean i remember one writing to a campsite to try and to book <u>hum</u> euh a site / and i + it must have taken me a week to prepare this letter cause everything had to be spot on ++ and i doubled check things
233	ER	ah so your attitude regarding mistake is really different / i think we've talked about that already from when <u>you write</u> and when you speak
234	Jeanne	<u>Yeah</u>
235	ER	wh- why do you think that

236	Jeanne	++ i don't really know exactly (rire) you know writing for me it has to be right hu::m +++ it- ++ i do remember the nine year old me writing thank you letters after christmas and i had to rewrite then all cause my father said i was NOT going to send that cause there was the same spelling mistake in all of them / so i have to do them again
237	ER	ouha (rire)
238	Jeanne	(rire) maybe that's got something to do with it
239	ER	yes so your experience as a kid influenced your way and maybe because when you were a kid in your French classroom there wasn't your father to tell you to do it again to be perfect maybe you don't have the same kind of boundaries + if that makes sense
240	Jeanne	yeah yeah i think i know what you're saying / but (souffle) see you can't hide from the mistake when it's written down if you've got everything the wrong way around if you've got ++ you can't hide from it because it's there in black and white whereas when you're speaking + you can almost pretend that they've misheard you of course you said LA (rire)
241	ER	(rire) like nothing happened / yeah i know what you mean / hu::m eu:h / wh- what where were we saying hum / of i've forgot what i wanted to say hu::m so we were talking about earlier of how to deal euh point it out to someone they've make a mistake hum do you think we can in the classroom lo- laugh from someone's mistake
242	Jeanne	you ca::n but but only if you know the person because + you don't laugh at them you laugh with them ++ and it takes a while to leave it to that + to have that sort of comfort in a clas- in a group where we can laugh at one anothers + mistakes + errors + little hiccups (sourire) whatever / and some p- you gotta be aware that some peop- for some people making a mistake i::s ++ is a hu:ge thing you know but sometimes you can / YES you can / like when i asked + we went to France once as an adult with my husband we had no children and we were with another family and we didn't end up where we wanted to be but the time the evening came so we had to actually stop one night on a municipal campsite / i was the only French speaker / and i asked the:: ++ women who was in charge whether she was pregnant not wether she'd got any places (rire) and she laughed / cause i got th- you know / in English + i was trying to say are you full up and the way i
243	ER	<u>o::h</u>
244	Jeanne	yes yes / and the way asked ++ &anyways& she realised i got the wrong verb and we had a conversation ↘ and she let us stop for the night (rire)
245	ER	ok so sometimes eu:h dealing with mistake in kind of a + relaxed atmosphere is better than being <u>too strict</u>
246	Jeanne	<u>yeah</u> yeah / what we're all trying to do in that French class + is to / i think most of us + we're more concerned about ++ being able to make ourselves understood when you talk to someone and being able to do the simple reading and writing things / now i'm never going to write a formal letter to the president of the republic of France complaining about whatever it is / you know that sort of formal thing is not REALLY + but i want to be bale to

		talk about things in French + make myself understood + pick up a book in French and read it without having to refer to the dictionary (rire) and + and be able to notices an:d newspapers cause i love reading French newspaper i used to love lie on the beach and read it
247	ER	so i think in that class you've been with the same learners over a few years so i think quite know <u>each othe::r</u>
248	Jeanne	<u>quite well</u> yeah
249	ER	do you think that helps taking the stage and being able to speak
250	Jeanne	yeah i think it does i mean ++ Mary ++ hu:m Margaret Eddy ⁷ + and i are the only four from the intermediate class so i know them very well but because of the way things have been structured in the classes over the last couple of years i've got to know some of the others reasonably well / n- not always you know there's some people i still don't know very well i don't know Lucy ⁸ and June very well because they sit on the other side + and it's very rare that we sort of exchange / b::ut hum no i mean it- it's those people i know one or another relatively well / some i've none i've only known for a few years and some of them i knew from before / you know from outside the context of the French class
260	ER	so:: have you experience in that class for example someone getting annoyed with someone else for making mistakes
261	Jeanne	not making mistakes nan + no
262	ER	and how would you find that if that happened
263	Jeanne	i'd be very cross with them because it's not appropriate for them to get ANNOyed cause some else has got something wrong + not appropriate at all (ton agacé) and i'd /tucked:XX/
264	ER	so: hu::m ++ eu:h ++ sorry so do you th- if you make a mistake you were saying earlier that euh it's probably because you've forgotten something what do you think would be the cause of making a mistake when speaking French + in the classroom ++ where do you think that comes from
265	Jeanne	++ well in my case it generally comes from not thinking about it properly or misremembering / yeah + i mea::n ++ and sometimes misremembering something that REAlly + i should have remembered
266	ER	do you manage to sometime if you make a mistake and then you realise oh i can correct myself i know why have made that mistake do you that sometimes
267	Jeanne	YES + yeah +
268	ER	so you're able to kinda + say something and then realise that was wrong
269	Jeanne	yeah + yeah yeah +

⁷ Nom d'anonymat sujet 6

⁸ Nom d'anonymat sujet 2

270	ER	hu:m a::d ++ so does that happen to you make the same mistake several time
271	Jeanne	OH OF COURSE / yeah i do sometimes yes / i mean particularly this you know the gender thing and the tenses / and i really have to (rire) work
272	ER	so is that on objective for you to be able to speak without making mistakes
273	Jeanne	i would like to / it would be so:: lovely (sourire)
274	ER	do you think it's possible
275	Jeanne	&i think it is possible& but i think it will take more than ++ hum and hour and a half a week (rire) / but i mean when we go + we'd only be in Nice for you day ++ and i shall + endeavour to use my French (rire) / i always endeavour to use my French at every available opportunity hum if I CAN because i want to practice because it's a skill i was in danger of loosing / i'd not spoken French in ten years when i went back to hum the French classes i hadn't spoken for ten years it took me a few weeks to feel + actually i've remember more than i thought i might but ti's just the way it is
276	ER	after those ten years did it come back do you <u>kind of-</u>
277	Jeanne	<u>it did</u> yeah it did / what got me X i got this book called ++ hum a fantaisie derrière la statue and <u>another one called</u>
278	ER	<u>oh I don't know it</u>
279	Jeanne	<u>oh you</u> wouldn't because it was privately published / it was written by my friend monique and there's another one called faitaisi::e + no there's faitaisie derrière la statue and there's someone about orange i can't remember &anyway& / she's given me copies of both books i thought i'm gonna read those again and i got to the end of the first page and i thought i need to do something about it because my French is gone and that was what + push me into deciding / wh- g- when they offered me the opportunity to tak- to join the French class cause i'd pay the money for German they said you can have either your money back or you can transfer it to one of the other languages / it just happened at the same time i thought right that's it / i'm being told i need to ga back to French (rire)
280	ER	so will you continue the French <u>cl-</u>
281	Jeanne	<u>YES I REAlly</u> enjoy it / i know occasionnally i've had to miss because of other commitments but i really enjoy / it's a little OASis in the middle of the week that's got nothing to do with anything else i do / it- / i go with my big dictionary (rire) and i enjoy it +
282	ER	and do you enjo- which do you enjoy mo::re the speaking part or the writi::ng
283	Jeanne	actually i have to say i do enjoy all aspect of it / i do like it when we talk and we speak i do like that / but i also enjoy and the grammar bits / i mean the way you structure the lessons there's aways a:: + and those l'expression du jour (sourire) it's focusing it's making me remember things it's dragging things out from somewhere back in my brain where

		they'd been for a long time and i just need to force them to come out eu::h
284	ER	euh and just to finish with eu::h my last question would be / do you see making mistake while speaking in the classroom as an obstacle of your learning or as sort o::f eu::h a source of progress
285	Jeanne	&it's a source of progress& because you learn through making mistakes / it's the BEST way to learn / to make a mistake and realise it's a mistake or having it pointed out it's a good learning tool ++
286	ER	mmh ok / oh i've just forgotten to ask you eu::h what kind of feedback do you prefer from the teacher / you were saying earlier you know point out the mistake with a smile o::r kind of more strict eu::h
287	Jeanne	i don't want you standing up there waving your finger at me (en pointant son doigt) saying / nan i mean I think there's different situations it's different ways of pointing out errors / and i think a good teacher is the one who uses every tool available to them / in different circonstances you'll use a different tool and that comes with experience of being teaching you know this is where i got to say i cannot you know you know better then that and this a a time i got to be very gentle and say point out actually / you did this three weeks ago (rire) i got it written down in a margin somewhere (rire)
288	ER	(rire) ok / well eu:g thank you <u>very much fo:r answering</u> al my questions
289	Jeanne	<u>oh no problem no problem</u>

Annexe 12

Transcription d'entretien – Nick

Numéro	Locuteur	Énoncé
1	ER	So agin thank you very much for answering my questions today / how as have been explaining earlier hum I'm doing some research in my master's degree hum and I'm focusing on adult learning an how adult react in the French classroom while speaking French and making mistakes or errors / so I'm trying to understand depending on the type of learner why people react differently and why people have different vision regarding errors classroom / hum so I'm gonna ask you some questions / eu:h i'm gonna record our conversation but everything is going to be anonymous I'm not gonna use your name / so we can eu:h you know really speak freely I'd like your honest opinion experience basically
2	Nick	(rire) yeah you can always tell me that even though I don't like it
3	ER	so how long have you been learning French for
4	Nick	feels like a month (sourire) / no it's been mo::re no hum I think this is my: I think I've completed four years / yes fours years with the program at Wath
5	ER	but I think you've been living in France
6	Nick	I've been living in France hum yeah / I lived in Paris and in Monte Carlo kind of a year each / hum but hum but most of the people I worked with while I was there always spoke English / even French people spoke English / and so that was more hum all my associarion with- and yes I had a French girlfriend for FOUR years but we never really spoke French even though you know I visited her family and they could never speak a word of English / s- so so for a long time during those during those years I didn't really study any form of French at all I only maybe picked up a few words
7	ER	so why did you decide to join the euh course in Wath
8	Nick	euh + I think primarily becau ::se my wife and I are wanting to spend more time in France and potentially buy a property there hum and as I'm an Irish citizen I'm not affected by Brexit (sourire) hu:m but + it- I like the French ambiance and like the hum the the culture a bit more relaxed culture especially outside not in the big cities Paris is like any big cities but in the rur- in the more rural town with maybe one tobacco and you kno one restaurant there an- and a th- a market and things like that / I like that / you know I'm not a + I'm not a big city person / I can take XXX and I find also because property in France is relatively cheap in comparison to here hum and because we have a lot of friends as in France in from our former careers / so hum + so this is probably my main motivation
9	ER	so hum you need French to be able to kinda go around France is it more for communication / what is your main objective with the course

10	Nick	communication I think DEFINITELY hu:m to deal with the hum you know the kind of local hum + to socialize perhaps because as much as we have friends that are English or English speaking you know wherever they come from / I don't want to /live;live/ and X in Britain / I wanna be able to as I said YES go out go to the market bar too and hum you know I wanna go to a restaurant and not feel like I'm in anyway out of my depth and maybe not expecting to go and start dealing with the final legal- legalities of a- of the French systems + but going you know / if I need medical assistance I wanna be able to do that if I need to go to /a maire/ if eu- eu:h I- I need to go to a hospital or mentioned medicine already but + so basically dealing with shopping anything euh if there's a problem for the police or all those kind of public services / I want to be able to deal with them without needing a translator / so as I said it's important I think not to be relying on expecting people just to know English / I'M going to France that's wher- for me it's more than when I was working there / when I was working there as I said I accepted most people speaking English
11	ER	ok / what do you what do you think is necessary for that communication to be:: possible
12	Nick	hu :m +
13	ER	in terms of the French
14	Nick	I think progressively it's about speaking as much as possible I like hum without being critical I think the last couple of years have been better because both Amin and yourself being French / I found that + probably a much as I I stil make a lot of mistakes (sourire) ++ I eu:h I found it better for me + more challenging / I actually with the other Nigel if I say the name but it's fine whit Nigel is French was obviously much much better than mine but I actually have next to no difficulty understanding he spoke in such a clear English pronunciation but that's no good for me not really for what I want / it's OK it was ok just going back into trying to understand but realistically I think my accent was probably better than his and that's saying something (rire) hum not good for him / so hum no I prefer this I prefer to have to be taught by a French person hum and: yeah
15	ER	and you're saying yuo were talking about your pronunciation earlier and laughing a bit about it would you say your pronunciation was is a bit of your weakness in French ++ or one of your strength
16	Nick	as much as i have s- very stron::g limitations ++ significant should i say limitations in my specifically in my grammatical use ++ hum i think my accent + i'm mean i d- you're a probably better juge at this / I think when i say something i try and put a an accent into it i don't try and speak franlais / so and i think it's important when you're learning a language to try and at least have some sense of th- of the accent and i know that there's different French accent i lived obviously a few years in Paris and Monaco down la Côte D'Azure the accent is very different to the North and hum yeah / so i understand that but I don't pick up on that significance no so much as i mght say somebody from London to somebody Newcastle
17	ER	oh yeah the accent there is pretty hard
18	Nick	yeah ther're usually different so/ maybe not quite so much

19	ER	ok / so what would be your weakness weaknesses in French
20	Nick	grammar for certain / for certain
21	ER	ok and do you find that difficult eu::h when you're speaking kinda thinking about the gramma and getting the grammar correct
22	Nick	hu::m yeah i- + i often find myself almost disregarding the grammar eu::h th- what tense i'm using and i try and explain as i speak a little bit more and i think you can when you're speaking / it's possible to get away with things that are incorrect but by describing something i'm talking about the future and i'll be rolling on with my hand that king od de::scribing as much with my action as whit my words which you can't do writing down ++ so yeah i think this is my main that would be my main difficulties + is grammar
23	ER	but that doesn't prevent you from speaking if you make the effort
24	Nick	no i don't think it PREvents me from speaking hu:m it just means maybe th- thats the person has got to + the person i'm speaking to if they had a strong knowledge on French i think a French person would be able to dicifer what i'm saying hum rather than + please telle me if i'm being delusional but i think that when i'm saying something maybe you can understand just a little bit like when i was speaking to whose their English is ok but not grammatically right or just + just a little bit off + i can understand them i kind of interprate what they wanna say f- for them / you know i'll let them say something and i'll work it out in my own brain / and i won't oh that's incorrect you need to say it like this and don't that / i know genuinely apart from the unique they hum ++ my experiences of French people has always been that they're quite happy to converse in French + if you make the effort &but that's X X XX& / but that's it they are very you don't speak French (claquement des mains) that's it ++ sorry +
25	ER	i understand / hu::m so do you like ++ if we go back to th- the term of mistake to the term of error do you make a difference between both terms ++ between mistake and error
26	Nick	hu::m ++
27	ER	is it for you the same thing or is that different
28	Nick	++ it hink they are different ʌ / and error is maybe sometin::g that + euh i feel makes me + an error is because i have a LACK of understanding / a MISTake maybe is more that i know what i wanna say should be saying and i've maybe forgot the word o::r or i'll or i'll realise that maybe i've said it slightly incorrectly &so i don't have& maybe especially at the times when i'm reading a text speacially at loud and i know and as i've read it i've gone (expression de doute) what i am saying but then i do that in English as well so i do think that maybe an error is maybe mo::re yeah to do with really just a LACK of knowledge
29	ER	ok / so is one more serious than the other
30	Nick	++ i think if i had a few errors hum my understanding my knowledge of French would be better but i think maybe they're equal because mistakes

		++ are something like ca::n correct + maybe + (pas sûr de lui)
31	ER	yeah that make sense
32	Nick	yeah ↗
33	ER	so:: during that interview which term would you rather use <u>mistake or</u>
34	Nick	<u>i think</u> i'd rather make mi::stake / cause i do feel like i said as much as i know i've got errors i will struggle with + i can correct the mistakes if i really juts take my time / sometimes it's just nerves or whatever if i'm having t- in cla::s if you throw something in and i'm having to speak it i will battle it off and i would make a mistake which i actually kNOW i've made so:: and now an again i'd by annoyed with myself and correct
35	ER	does that happen quite often that you manage to correct yourself + basically
36	Nick	it does yeah / yes it does hum / it think becau::se well for me i do it more often / i w- i would my desire would beactually to more classes more French hu::m because i know when i'm whenever i go out there within two or three days my vocabulary becomes back whereas being in the class in a week hu::m the vocabulary that i know is all about my mind sometimes takes time to come through hum because like i said i'm not ++ euh it's not an automatic thing for me yet sometimes i'm finding myself now thinkin::g + thinking more in French at times trying when i'm trying to speak i d'ont think what the English is and then in French / i try i just i try to think in French doesn't always work but
37	ER	that's very good / hu::m if you make mistakes in the class while speaking how do you feel
38	Nick	FRUStrated
39	ER	ok / frustrated wi :::th
40	Nick	myself / frustrated with myself hum / and i've had ++ is sh- i FEEL i should be better you know th- when i look at that where ive worked when i've worked the fact and relationships previous relationships hum even my mother she:: my mother could speak fluent French before English because she Swiss French / she was brought up in Geneva and hum so she spoke SWISS French which i remember making that clarification when she taught me to count to a hundred and hum it was in the Swiss way of saying it where it think the sixties and the eighties are different / hu::m so i still have that at the back of my mind / hum but i feel that because of my work and these things i SHOULD have made for effort / the m- the lack of effort is mine
41	ER	yeah ok / so would you say that if you make mistake in French that's becau::se a lac- is the reason is a lack of effort o::r ++ are there other causes
42	Nick	i think certainly previously YES / unquestionably a lack of effort hum no::w hum it's maybe just a lack of continuity not doing it often enough
43	ER	so do you feel you have all::: the tools all the knowledge not to make

		mistakes anymore while speaking French
44	Nick	not ALL because i still come back to no having that grammatical knowledge th- that's a difficulty which i don't know if i'll ever truly overcome hu::m but but i think if i'm speaking more frequently i do feel i will overcome a lot of the problems that might occur because of the vocabulary / again as i said making mistakes with sens i mean / this is more for me about speaking it than structuring it and it's more about speaking clearly
45	ER	yeah you were saying earlier if you're learning French it's especially to be able to communicate in France which comes back to speaking / hu:m when you're speaking French what time of errors you where saying sometimes with the tenses sometimes with the verbs what time of mistakes do you make
46	Nick	hu:m ++ i think maybe putting English words in instead of French word hum like put in a franglais word and day it with a French accent or sort of a French accent (rire)
47	ER	so even though you don't know the word you're <u>attempting to be</u>
48	Nick	<u>i'm attempting</u>
49	ER	able to speak / and you're not worrying about making mistakes o::r
50	Nick	no::: no &i don't worry to much about making mistakes& as long as i think you've understood i sometimes i might say it and then i'll watch for the reaction if i feel you're reaction you've understood what i've said then i kinda go on sometimes you might correct a word and then or Amin he corrected word here and there but i might forgot that word the next time i'll come to it but it would be in there + somewhere it would be in there hum i found + with all the words when we're doing class i find + that a hell of a lot of words that are rather close to English or that i can understand and i know what the word is / when i'm speaking it i've forgotten what it is so:: ++ so yeah i think hu::m that's really that's really where i get stuck but i feel that with practice ongoing then i can imprpove
51	ER	so the meaning is more important for you than the:: form basically
52	Nick	yea ::h it hink so yes i think for me the meaning as long as i am UNDERSTOOD 7 hu::m that's yeah that's probably more important to me if i make those errors and mix tense i accept that + at times sometimes the French don't know which maybe it is so
53	ER	yeah yeah yeah absolutely / so basically mistakes regarding meaning are for you more serious than mistakes regarding the <u>grammar or the form</u>
54	Nick	<u>yeah</u> yes
55	ER	ok / hum how do you feel react or feel if someone else makes a mistake in the class + if another learner makes a mistakes
56	Nick	hu::m welle i suppose it depends whether i know they've made the mistake / if i know they've made a mistake i wanna jump in and say something (rire) which is silly because it's not like + yeah +

57	ER	why is it silly
58	Nick	we::ll because their French or my French might be no better than theirs but i've pick up on their word or something they've said or phrase / if they put the phrase they English the word the other way around and i think of no it needs to be said like this + and i often as if somebody's i found myself while somebody else is talking hum even reading a text i'm i'm actually not listening to them i'm saying it alongside them i found that i kinda of doing that but often when you are you ask a question and somebody else answers it i think i'll try to think in my own heads to answers to some questions / you know like you were asking that question to me / you know of find myself doing this
59	ER	mmh why
60	Nick	so ++
61	ER	because you're always practicing i suppose
62	Nick	in some aspects yeah / th- it- i just wish i did it more / to have the what is it duolingo ⁹ that's quite good hum ++ it has help but i haven't done it for a long time and then everytime i do it i kinda do it and then i stop and then i go back to it mays i ne- maybe i just need to do it more often
63	ER	yeah and hum if the teacher makes a mistake how do you react
64	Nick	well i can't say that i would pick up ++ if you've- if you + well ok i got cross when Dennis would correct + you i found that you know o::r sometimes i get- i mean i know Margaret yeah Margaret isn't it at the back / i get a little bit cross when somebody you know aks a question it's not about YOU making a mistake that's if you make a mistake we all make mistakes in our languages and it doesn't make any difference / but i get quite cross when somebody:: else is correcting or sayin::g isn't or don't you think i know you sometimes thinks about it and yeah yeah yeah you can you this and you can use this but i mean we can do that in English STOP correcting that / i mean i got very cross when ++ again i won't say the name but you know (en chuchotant Jeanne ¹⁰) she said + i think i said merci to a comment once just merci and she said + the French never just say merci you say merci bien (en imitant un ton sec) and i said no well i've NEVER experience people in France saying merci bien and every single time they just said merci and i said that and i asked my wife because her French is better than mine and she said well i've never heard that and she lived there for seven eight years she never it anyway / is that right ↗ do people really say MERci bien
65	ER	hu:m i think it's quite old fashioned cause i don't think we'd really use it anymore
66	Nick	I'd NEVER heard anybody I mean i heard somebody said merci bien but only as a passive and every single time she was always correcting ME for saying merci

⁹ Application linguistique sur téléphone avec des jeux notamment de vocabulaire

¹⁰ Nom d'anonymat sujet 3

67	ER	so how do you feel if another learner corrects you
68	Nick	++ if it's to help ME ++ hum yeah that's ok but i don't if they're doing it for their own showing that they know more than you +++ and the same + the same person has got better this year / during the first year i found they were always doing this very annoying because it was obvious their rench was so much better an:-
69	ER	yeah because i think that there were two groups of French and you got put together
70	Nick	yeah and it was almost it was almost like look it was either i shouldn't be here or look how good i am hu::m and you euh just don't understand you just don't know anything i found that a bit annoying because it felt that she was doing it to show off and now i think she's:: cme down to earth a little bit and i get along much better with her / but that just personality and hum in terms of the teacher sorry the quest- i don't know if you make a mistake it's a natural process when talking sometimes i'll say things in the ballet class and i know it's completely:: have said completely wrong thing but ok +++
71	ER	yeah afterwards you realise it
72	Nick	yeah mmh i've said some very rude things sometimes in the class and i kinda gome oh what did i just say ++ that's euh that happens to me it's deeply embarrassing but they just laugh at me if i do something like that
73	ER	do you think you can actually laught at + not maybe at someone for making mistakes but can you laugh abou- of mistakes
74	Nick	hu::m ++ not at somebody else's mistake / i don't think i could laugh AT them for hu::m + i think as i said if you've suddenly realise there's something wong i would laugh with the fact that you'd pick out and you'd say it yourself but like i said i find sometimes when people are they annoy me greatly because they would say stu:::pid things like saying to Amin well i don't like the French and things like this ¹¹ then what the hell are you here you know the guy was baffling me sometimes hu::m but i put that down to senility (sourire en coin) ++ sorry (rire)
75	ER	(rire) it's ok / hum i'm just gonna go back to what we were saying about other learners correcting and you were saying hu::m the way the correct you is really important if they don't kind of show off showing you that they know the right way / so what do you feel is the best way to correct someone
76	Nick	+ i think perh ::aps ++ a collaborative / i like + this is why i think i get on well with Emily ¹² she always sits next to me and + her grammar is much better than mine her understanding of that is much better she always says to me but you speak it or you understand it better than mine so we kinda / and she did a French degree and i found she'll help ME construct sometimes what is the correct way and then she'll let me say it or or euh or i'll say oh you can say it like this then blablaba and i think of what of how

¹¹ Fait ici référence aux propos de Dennis

¹² Nom d'anonymat sujet 5

		to actually put the phrase or what the phrase would be she'll then correct
77	ER	ok / so you kinda work as a team
78	Nick	yeah
79	ER	because you're more comfortable speaking <u>then sh-</u>
80	Nick	<u>then she</u> might be / she's very uncomfortable speaking and as i said previously and i'm happy to make mistakes
81	ER	yeah + ok / so:: for you speaking you don't have to speak perfect French for being able to::
82	Nick	i'd love to ++ but i know i don't
83	ER	do you think it's a:: like a po::sible goal to be able to speak French without making mistakes
84	Nick	if i'm talking again a distinction between mistakes and errors i think if i was yes i was speaking enough and probably if i was speaking in France it would be /day and day out/ errors in a grammatical sense i think i would always struggle i would never feel like it'll ever be + it will always be far from perfect because of my own limitations / i didn't went to school i didn't bother with that kind of things as i was younger i had well i did discipline and that kind of thing i knew what i wanted to do and that was to do ballet / it's always been good to me and i've done well in those years and i don't need so i never looked at this i gone oh i wish i had tried harder i don't have those types of regrets / hu::m but do a realise maybe i missed something yeah possibly hu::m but because of the way it English all language including English language is talking probably not probably i wouldn't iss much / hum if i'm honest
85	ER	yeah yeah it does absolutely / so would you say that your character when you were learning ballet for example when you were at school did that bother you making mistake while learning ballet
86	Nick	hum absolutely yeah
87	ER	so do you think that your character as a learner has changed from when you were kid and now that you are an adult learner regarding mistakes
88	Nick	no::no i don't think so / i think with ballet because of the it's s:: + the technique of it i suppose needs grammar it's OWn grammar (sourire) and i've laway X + X X of ballet being a language of movement as opposed to language of verbal communication and i would always kind of put it in the context of the technique being the true understanding of how mouvements take place now i'm just + i'm probably +++ i expect people to understand that if they wanna go to that high level cause ballet is so difficult to get into so few jobs in it / if you wanna do it i'd expect you to the very very least understand what you're trying to do hum much much more so than i might with French with or any other language even English hum because if you don't understand what you're trying to do then yuo h- there's no /prior/ or anything / so people do have an abilty to move the body now that the perception of understanding but their body does understand it so even they they couldn't articulate if i was to explain it their body know how to

		do it because that's they way you're trying with methodology takes place / so it's still in there / i can see that / so hum again the different type of learner we did in that context but they DO understand the instect there and hum + / so i get frustrated because yes people expect i can do it in the classroom and i can become /meilleur/
89	ER	do you + when you make a mistake is it important for you to understand why you've made that mistake + or just correcting it and knowing the right way to say it ++ is enough
90	Nick	i do i think just know- yeah just knowing what i want to say is enough hum ++ i'd like to say that maybe if i truly understood all the tenses and all of that i'd be able to be better because then if i'm reading it would probably be better and sometimes i'd read more that would also help me to understand it / i'm a bit lazy i don't really read English so you know i don't i honestly don't / i'm very + you know i start to read when i see silly things on the computer and you know if i'm reading a news somewhere or something and it starts being onto three or four paragraphs and don't i forget it so enough yeah my patience is very limited + hum which is a fault
91	ER	so in the classroom you prefer to kind of ++ be::ing you mistake being pointed out and be corrected rather than being explained and detailed
92	Nick	yeah / because the detail + i don't i don't truly take the detail in
93	ER	and if you make a mistake that's been corrected do you think you'll make the mistake again
94	Nick	++ i probably will but not cause maybe not all time / i suddenly i make it and i go OH ↗ (claquement des doigts) hang on i know it's not that it's / so you know and it does help to repeat
95	ER	so making mistake is helpful
96	Nick	yeah it is helpful / i dont' just ignore the fact i've made a mistake / i would try:: i would try to improve it just as i said i'm maybe not quite as commited TO verb as i am to the danse i'm not quite you know hum i'm not quite as commited & because we're all& apart if you can't speak we're all communicating on way and you perform speaking good bad or different whereas danse i don't believe everybody ++ there's this perception that everybody can danse and i think it's absolute non sense / so people have to left feet and that's all there is to it and hum in ballet terms even feel i can do it you know and i accept that unfortunately society says oh no everybody can do this / no they can't
97	ER	so yeah how do you prefer the teacher to kinda correct you / which attitude like with a smile or being a bit strict ++ what would you expect
98	Nick	i think just a little bit of b- X X- X X- hum just a little bit of smile just relaxed not kind of so::: because as i said if you explain me too much details i loose it / for me too much detail too much information i get + a little bit + but that's me that's not too say it's wrong for everybody so we- as yo- you've seen many of my classmates they love to get down into the full of details and it's just me bu i'd just rather just go ok it was wrong but quick explanation then move on

99	ER	keep it simple
100	Nick	yeah keep it simple
101	ER	ok hu :::m an ::d do you think you can + the teacher can actually not laugh at the mistake but take the mistake with humour
102	Nick	yeah i think so
103	ER	do you find that helpful
104	Nick	yeah i don't see any problem with that i like again if i- if i have somebody in front of me and they're doing something wrong we can have a little bit of a fun time about it absolutely you know something a bit more humourous and sometimes by i feel by making somebody a little bit more relaxed with it they're more receptive to the correction to the what comes out
105	ER	not make a big deal out of it
106	Nick	yeah not make a big deal out of it no
107	ER	i think you've been studying with kind of the same group for a few years / do you think knowing other people helps in kinda or helps you in trying to speak in front of the classroom
108	Nick	i think it does yes / i i always feel slightly ++ i always feel slightly less confident with new comers or people i don't know and it's fine because Ray for example we have a mutual interest in football and hum i think he started last year with Amin whereas Emily ¹³ came in in my second year with Nigel hum June and Lucy ¹⁴ i barely we don't have speaking but most people i don't have a lot of conversation with them but they've been in the class since my first year with Nigel so i've known them for longer but i don't know them at all / it's bizarre hum ++ and hum Dennis came in my second year with Nigel (grimace)
109	ER	so the atmosphere in the classroom helps
110	Nick	definitely helps
111	ER	have you ever experienced euh a situation in the class where someone was making a mistake and another learner or maybe the teacher was getting annoyed with that person
112	Nick	+ hum + i think Amin got annoyed well not annoyed because he's a very nice person or seems to be a very nice person i think ou know him more he was always very helpful and euh i found very constructive you know with what he'd said i think he got very frustrated with (en rigolant) Dennis / i don't know if he ever refered this on to you / he probably got frustrated with my lack of kno- grammar / but i found the patience you know trying to help without getting over you know hu::m

¹³ Sujet 5

¹⁴ Sujet 2

113	ER	but how would you feel if the teacher was getting frustrated with you for making mistakes
114	Nick	hum +++ i don't have a massive issue with it / i think you can not depend on probably the way it is said and the way you know the person receives it hum i mean i find you know when they ask about people getting a relationship with the teacher going the toher way hum Margaret's husband what's his name ↗
115	ER	Eddy ¹⁵
116	Nick	Eddy + is a nice chap but i find him incredibly difficult in the class purely because of his speech / so i found that very and i'm frustrates ME and i don't know from your perspective because you're having to translate between euh well i think his French is better than mine but he X he seems very assertive of what is saying is right and yet i can barely understand a word he's saying sometime even in English i can barely undersdtand him here and there again hum
117	ER	so if you don't understand if he's making mistake would you dare telling him
118	Nick	NO i don't think so i'd sit there <u>an-</u>
119	ER	<u>why</u>
120	Nick	we :::l i just think it's not my place hu:m i'm not a teacher and euh i would more correct in my head if i think if i've realised he's made a mistake or if i hear him picking out a word that you've said or something as he's done some time to time / they're both a little bit that way but they're nice people / i mean they've asked me to do something next april for the French club and i was like yeah i'll do this but i found them a little bit that for me is a little bit tedious and i foun it tedious but just you know X X i mean forget it their French is better than yours so shut up listen you know i'm a bit a little bit like that you know YES you make not make those mistakes but i don't feel it's my place to correct them and i don't feel it's their place to correct YOU / that's just my idea hu:::m
121	ER	do you think that every mistake should be point out + either by the teacher or by the learners
122	Nick	++ no + i don't think that every mistake needs to be eu::h pointed out / i think it's about confidence + that's probably the most difficult thing of speaking a language + it's to have the confidence to:: + hum to be prepared to say things + you know hum + i know if i i don't know + i feel i i'm- i c- i kind of know when i'm making a mistake like i said but if i've got the confidence to power through it i'll keep going for it and if at the moment if i feel that it's too much if it's literally it's got to be like that and it's got to be like this then i kind of i might do i know Emily ¹⁶ get very reluctant to speak and i might start doing that mysekf because i'm like i know i'm gonna make mistakes so i won't say anything at all / sometimes i'll start saying something and i'll ramble a bit and then get back to point

¹⁵ Sujet 6

¹⁶ Sujet 5

		but i do that in English as well
123	ER	so:: you if you've pointed out too many mistakes that's gonna stop you from wanting to speak
124	Nick	i think so + i think so yeah
125	ER	so which mistake do you pref- do you think are the most important to be pointed out and corrected + while speaking French
126	Nick	+++ vocabulary for sure vacobulary for sure hu:m +++ i think the way that the words come in because i don't know if you know what i mean
127	ER	the structure
128	Nick	yeah the structre / so that's important / the masculine and feminine doesn't mean much to me because it's so:: (secoue la tête) what's masculine and what's feminine i know certain things you know and euh you know le and la and une and un and that kind of thing and sometimes i would say correctly but if i get it wrong like le chat ou la chat even if i say it the wrong way around it doesn't really matter so i just kind of go with this yeah i just say the cat you know and if i've got it right you knew what i meant it's that kind of thing you know
129	ER	so mistakes realated to meaning are more importantto correct than mistake about the language
130	Nick	yeah i think so i think so just for me / i'm not saying it fot everbody but you kon euh euh but yeah and i suppose ++ and i suppose the fo::rmality of it thinking about it because you do have this tu and vous and all that kind of kinf of thing i i ++ i got used to speak all:: in the kind of familiar sense so i have a problem with trying to say vous avez or you know i would just say tu as you know because all the French sides of things i learnt a lot sangly kind of abbreviations you know and can't think of a way of saying any examples but you know hum eu:h +++ hu::m no i can't think of any examples but often i'd just come out and something that i learn probably when i was in Paris and it's slightly i've missed out three or four words and replaced it with another two you know what i mean and so:: and you can't dot that quite so simply with the vous side of things i think it not ++ correct / so i kind of sometimes i'll be a little bit like i don't want to say that because i know it's actually you can't say it
131	ER	ok so if you know you might make a mistake + you're not gonna try or will you still
132	Nick	i will be a little bit more hesitant
133	ER	ok
134	Nick	if i know i'm gonna make mistake and you know i shouldn't really because like i said le the vous and it's accompanying +++ i know it's gonna end in ez i know that + but it's more easier for me to say as tu
135	ER	yeah ok / so do you see:: making mistakes as kinda of an obstacle in your learning or::: ++ like a source of progress

136	Nick	i think it's a source of progress because i've go- i'm getting better
137	ER	mmh ++ so is that thanks to:: making mistake while speaking
138	Nick	i think so / that's why i need + i feel:: i am speaking as much as possible / even when i feel slightly (grimace) ++you <u>kno</u>
139	ER	<u>unsure</u>
140	Nick	yeah slightly unsure / reading from a text can be very useful because it just gets me saying the words / you know and when you get us to say the first sentence and so on if i know i'm not trying to read it word word word i'm trying to take the sentence and say the sentence so i'm trying to SAY it with a bit of a of a my accent with an accent and a kind of astructure that moves for having it written in from of me it does help it does help
141	ER	yeah / do you think that practice practicing speaking French as much as possible might help you not making mistake anymore
142	Nick	it would definitely help me not make mistakes because as i said things we do and there and then i said about not remembering neccesserely thinking it's not important to remember but actually you do remember it because it's like driving a car i know you don't need to think what gear am i but and looking in the mirrors or whatever so you do it you know hu::m and the more you do it the mo:::re confident you become you become doing it hu:m: + and i think anything that you practice repeatitiously like that hum you know you become + once on understand it you become more it practiced it just happens you know it happens more hum just happens more kind of realisticly i don't know it- i- i- it happens without- the force going on you know i always say that to the kids / the information is in your brain and it's doing the work but you're not thinking enough and when you get to that point i think it's and you're gonna be you're most fluent more fluid hu:m you:: if you have to /smart;smile/ which is again you pick up a piece of paper and you've got that phrase that paragraph and you ask us to read if i read it word by word by word it might be articulated each word and articulate it better for you + but it doesn't make the same sense as if i actually readd it as a all / so i try to read it as a all i try to dance it as a all / i don't dance step to step to step because that would make no sense i dance the all
143	ER	yeah that's:: wel that refers to you know the questionnaire you've done about being a glo- global learner basically / you see the learning as a all so i suppose making mistakes is <u>part of learning</u>
144	Nick	<u>part of it yeah</u>
145	ER	hu::m well thank you very much fo::r i think we've been around euh all the questions
146	Nick	yeah pleasure
147	ER	hum thank you very much for a your time today
148	Nick	i thought it was ok and showed my character
149	ER	so you think as a teacher the teacher has to deal with everyone's character

150	Nick	<u>yeah:::</u>
151	ER	<u>to correct</u> properly
152	Nick	i think i think so much of teaching i i think and but not only related to teaching but a lot of often say and this maybe comes as a reflection on my lack of grammar i do understand all the ballet side of things but i've had conversation with teaching colleagues in the past and they've said to le well you know it's not a popularity contest it's not euh euh this isn't about friendship but it's about it's not a is euh it's not who's the most popular teacher out there and i said no + but you are there to inspire them you want those people to look up to you and get + develop a relationship whit you / doesn't have to be a relationship in any other context as you're teaching and they're learning and i've said you've got to + they've got to lesson to you and if they don't like you they won't listen to you
153	ER	<u>that's true</u>
154	Nick	<u>so they have to</u> / and teachers for me teaching is you know an expectation that teacher has knowledge + what they have to do is to be able to:: trabsmitt that knowledge to the person in front of them
155	ER	and i suppose every person is different
156	Nick	everybody is different and eu:h for me teaching is therefore eighty percent of this inspiration eighty percent of teaching is you got the knowledge already otherwise don't even bother go there so you have the knowledge of French as a language so YOU've got that knowledge it's then what you do to inspire that out of people that are listening as i have to do with ballet as with every other teacher as to do with their topic that's why some teachers are better than other / it's the ability to inspire the people that you're charged with teaching
157	ER	and understand how every learner is going to react differently to the way you teach as well
158	Nick	exactly / i had that teaching colleague who + i didn't like her anyway / stupid women / and she was very much like you know i'm there to teach them how to dance i just gave them the information that's it and i say yes but they don't listen to the information because nobody likes you ++ and nobody listens to you and if nobody listens to you nobody's learning anything from you becaus you know they'll switch off they're still there physically but they'll switch off / and i think that's the same hum in any context any type of teaching
159	ER	yeah / i think especially in the French class with Dennis he has a- he was very particular learner and i think he had to be in a very specific context and he had to be in a specific kind of teacher so yeah i htink the teacher need to be able to kind of adapt to <u>any k-</u>
160	Nick	<u>yeah</u> his personality was very demanding
161	ER	yeah exactly
162	Nick	mmh anyway

Annexe 14

Transcription d'entretien – Emily

Numéro	Locuteur	Énoncé
1	ER	euh so thank you very much for answering my questions today / so as we've discussed earlier hum I'm doing some research for master's degree related to how people react and how people feel while making errors in the French classroom / so i'm focusing on adult learner and trying to understand + according to the type of learner what makes people react and feel differentlyeuh basically / so I'm gonna ask you a few questions questions we can just discuss freely + there's no judgment very honestly eu:h really freely / i'm gonna record everything but i'm not gonna use your name obviously everything is gonna be anonymous if that's alright
2	Emily	ok yeah
3	ER	eu::h so first of all how long have you been learning French for
4	Emily	with- eu:h + at Wath do you mean
5	ER	eu::h in general ++ when did y- when did you start from the first time
6	Emily	euh apart from school + eu::h four years agos
7	ER	four years ago so that was in <u>Wa:th</u> +
8	Emily	<u>yeah yeah</u>
9	ER	the same class you're following
10	Emily	i stared at evening classes at Wath
11	ER	ok / an::d what ma::de you continue for four year + after you've started + for
12	Emily	eu ::h i enjoyed it / eu ::h ++ i just wanted t- to keep going really / didn't want to stop enjoying coming in the evenings hu:m it seems to be a nice set of people you know + the class / hu::m so i just wanted to to continue +++ progress
13	ER	you're saying it's a nice group of people eu ::h how many people are there ++ in the class
14	Emily	i think it got down to about ten + something like that + a small number
15	ER	so a small group aways
16	Emily	yeah
17	ER	ok / eu::h why do you learn French
18	Emily	i've always wanted to be fluent in a language eu::h i still i still would like to do that and i think that committing to classes is one of the ways to

		achieve that eu::h + and i enjoy it yes
19	ER	and you were telling me earlier that you learnt German as well
20	Emily	i did German a level at school eu::h
21	ER	ok
22	Emily	an::d the last time i d- any opportunity to speak a little German / it was in Austria where i was in June on holiday for a week so::
23	ER	so you learn- you like learnind <u>languages</u>
24	Emily	<u>i do</u> / languages is FASCinating / if i'm ever out anywhere on holiday and the poeple speak different languages i'm always sort of listening and trying to decide what language it is if i can actually pick out which language they speaking / but it's FASCinating + just the way people learn and the way people are + brought up when they've got a parent from one language and they learn to be bilingual / euh just the way that kids learn and they can speak both languages + that must be the ideal way to do it i've decided + to have aforeign /mum or dad/
25	ER	that's true / eu::h so what are your main objective when you learn French / you were saying when you go aborad + to communica::te
26	Emily	yeah i like to communicate / i think it's just something i'd like to do on a personal /basis;oasis/ i think it's good to kee- at my age + (rire) to keep your brain + active / hu::m ++ those are the main reasons really
27	ER	nice / would you say that you prefer focusing on + the grammar aspect of the language the pronunciation + seaking reading
28	Emily	i like reading hu :::::m grammar's ok necesserily / i think you need to have some basics of grammar to to speak it haven't you / in some respect / but for me:: i would truly love to concentrate more on the speaking / i'd like to be MAde to speak a bit more and practice a bit more until i get a bit more confident +
29	ER	ok / what do you think practice will help you being confident
30	Emily	i think so + i think so / it's /for me the rarity;familiarity/ of doing it on a regular basis of of being afraid to speak i suppose
31	ER	you were telling me earlier that eu ::h your son is a French translator so you get to speak sometimes with him
32	Emily	i CA::N ↗ / eu::h i'm doing sometimes / sometimes he comes to the kitchen we say silly things to each other you know X X X that's what we're doing but it's only sh- i can't honestly sit down and have a conversation because it just seems a bit strange↗ to be <u>spe-</u>
33	ER	<u>why</u>
34	Emily	i don't know it just seems a little bit strange to speak French in you OWN home to your son ++ i don't know↗ it IS strange but we we don't do it enough perhaps we should / perhaps i should MAKE him converse with

		me / try a bit more
35	ER	mmh /and do you feel the same when you:: speak French with him and when you speak French in the French classroom + do you have the same + sentation the same feeling
36	Emily	no:: well a little bit but then i guess eu;h when you're in the French class that's where you're only there to learn so it feels a little bit mo::re like + that's what you should be doing whereas at home it feels a little bit strange i think + well i don't know ++
37	ER	really / ok / do you:: would you say you dare more to speak French in the classroom or with your son
38	Emily	with my son probably / i'd like to speak more in th- in the class but sometimes like the words won't won't come in my head to speak i have to sort of /what we were/ saying before it it's easy to try XX what you're oging to say and make sur you're saying it in the right way o::r ++ you're not making mistakes so that's it [^] : you're not making mistakes
39	ER	so for you is it important not to make any errors or mistakes when you speak French in the classroom
40	Emily	i don't like to i must admit / it bothers me / it bother me that i'm making a- i don't know why [^] +++ mayby i expect to be able to speak perfectly straight away an maybe that's not the way it goes maybe you HAVe to make + lots of mistakes and be prepared to to make msiakes hum that's the way you learn
41	ER	mmh so y- would you say that sometimes eu::h the idea of making errors prevents you from actually speaking in the class
42	Emily	absolutely + yes ++
43	ER	eu::h and does that frustrates you o:::r
44	Emily	yeah it frustrates me because i think + you should you should put those you know + silly things away and just get on with it and that's why i'm gonna try and do + i think / to come back next year and try and forget those silly reasons when i'm speaking and just do it
45	ER	yeah / do you think it's possible to fo::rget
46	Emily	++ I don't know / you can only try can't you / maybe forget when you're going uphill then you're over the top of the mountain and then it's easy after that
47	ER	mmh euh + is for you speaking in the classroom on- one of you::r eu:::h <u>difficulties</u>
48	Emily	<u>yes</u>
49	ER	in French
50	Emily	i think it's just difficult in English / like i'm- i've never been one of this people to be:: ++ overly:: + noisy in the class i've always been one of those at the back quietly watching + thinking and if i really had something

		to say i'll say it but on the all i'm quite happy to listen to everybody else's
51	ER	so no matter the topic no matter the subject
52	Emily	&well i mean i suppose certain subjects& (voix plus aigue) X X that are dear to my heart so + you know ++ b- that i've got a lots of things to say about you /can only be so boxed;can't be so boxed/ and i'd come out of my box/ that's one of the things and then something that's really important to you or that you're angry at or something but on the all i do tend to sit and watch and listen
53	ER	ok / and you said that you learnt French eu::h at school
54	Emily	i did
55	ER	was it the same when you were at school
56	Emily	yeah ⁷ (hochement de tête) / if i think back if i think back to it now eu::h the emphasis was definitely on reading and euh when we did speak i don't think i was actually MAde to speak + and i probably didn't volunteer to speak either i was probably one of the quiet ones / ok + occasionnaly i might have been + not picked up but asked to say nothing and i knew you sort of had to say what you had to say and maybe that was it but i was never one of those who was: you know + talking away fluently
57	ER	so your character:: +
58	Emily	yeah
59	ER	your character now is the same as <u>b-</u>
60	Emily	<u>i</u> guess + yes fondamentaly you carry that through don't you + h- how you were at school is how you are as an adult maybe
61	ER	yeah +++ / eu::h you were saying earlier that you've been learning in a class in Wath for four years w- ith pretty much the same people
62	Emily	yeah yeah some have come and gone but there's a core group of people
63	ER	i think six or eight of you are pretty much the same
64	Emily	mmh maybe :: four or five that i can name have been all the way through
65	ER	ah ok
66	Emily	some people have come and gone and others have joined us or stopped / but yes th- there's about five i would say
67	ER	ok /do you think that it helps you <u>th-</u>
68	Emily	<u>yeah</u> yeah it does + mmh
69	ER	why
70	Emily	hu:::m + it think because with people you're familiar to yo relax a little bit / even wi- with you know + ↘ you feel better hu:m + on a + on a normal level don't you if 'youre with the same group of people if you relax you get to know people and you want more to speak to them and get on with

		them and i that that does help when you have got to speak a different language to them you talk to your partner and anybody in the clas i'll be happy to work with or speak with / there's nobody + you know oh:: (avec un ton recalcitrant) i don't know them very well or i'm afraid to say anything to them + yeah
71	ER	ok / so the atmosphere
72	Emily	yes / it's conducive it is / yeah it's a ++ yeah
73	ER	ok / eu:::d do you make a difference between the term mistake and the term error
74	Emily	+++ mmh (ton penseur) +++ i suppose mistake's something ++ you'll make without realising / an error is maybe something you do:: + knowingly o:r + maybe (haussement de sourcil <pas sûre>)
75	ER	so ::: is there a term that you prefer to use + in that interview for example ++ would you rather euh i speak about mistakes or i speak about errors
76	Emily	++ probably mistakes + kinda (rire)
77	ER	ok
78	Emily	any word for it (rire) / error sounds quite + formal doesn't it (rire) and bad
	ER	ok and euh you're saying that one of the term is more serious than the other one o:r + are they kind of th same idea + the same notion
80	Emily	maybe error sounds a little bit /suspect/ + XX + just mistake + anyone can make a mistake + error is perhaps + a little bit more serious↗
81	ER	ok + ok / hu:::m for you + is making a mistake something positive or something negative or maybe both
82	Emily	i suppose it can be both can't it ↗/ hu:::m cause you might have been saying something for a long time thinking it was right and someone just actually corrects y- i think you do want to be corrected cause you do want to know that you're saying the right thing and don't want to say something and it being incorrect but you're not told that is was so then you go on to &say again and again and finally a friend or XXXX ouh that's not right and ou think /why have you been; i've always been/ saying that&
83	ER	ok / do you think that an- every errors every mistakes need to be like told and point out
84	Emily	mmh i sup- i suppose if you do it all the time / EVERY l- every mistake you make you can get a bit fed up of being pulled up + EVERY single time (ton plus lent et insistant) oh i can't say anything right i keep on being wrong / but certain things i think they really are not what you would say + in fact + yourself or they need to be ++ politely remenered / it's it's this is the way it should be / /oh maybe you remember + you remember my brilliant/ (passage peu claire à transcrire car beaucoup de bruit dans le café à ce moment)
85	ER	you're saying being politely remembered / how do you prefer to be kind of

		told your mistakes / how do you prefer to be corrected
86	Emily	i don't know hum +++ perhaps write it on the board for everybody so then it's not just me + it's for it's a general hu::m note for everybody else
87	ER	so a mistake can be eu ::h efficient for everyone
88	Emily	yeah that's right + yeah
89	ER	and do you prefer the mistakes to be kind of explained + why you've made that mistake or just pointed out as this is not like this but like that
90	Emily	of course it's a /explanXX/ thing as a child if someone tells not to do something but i didn't think why or you know i used to think well i shouldn't but if there's an explanation if you're explained why you shouldn't do that it seems to be ok ⁷ so maybe if you're explained why then +what the science behind it is + i'd be happy with that
91	ER	ok / so + basically if you you were saying being reminded a mistake and then you don't do it anymore eu::h would you say that + if you make a mistake once you're not gonna do it again
92	Emily	yeah + mmh + because eu::h sometimes when i'm speaking or writing i'll say something or think and i'll think NO she told us last week it was th- that this way and i've gone back to the one it was before / sometimes you don't always retain the information + sometimes eu::h you forget don't you / it's because you learning new things i think my short term memory as i get older is worse / so::: i think i can be forgiven for not remembering (rire) / i know the younger they tend to XXXX they KEEP everything in there / i think as you get older and you're learning new things sometimes XXXXXX it's best to make a few mistakes before you realise that + THAT's the correct way of doing it
93	ER	mmh ++ eu ::h when you were at school euh so nowadays you're saying + yeah if i make a mistake then next week i'm gonna pick it up and try to remind myself that i did that mistake / was it the same when you were at school when you were eu::h a student
94	Emily	i can't remember + i really can't remember +++
95	ER	do you + do you eu::h
96	Emily	the only thing i can think is that i think i'm slow to pick things up but once i've picked them up in my own time fine i'm off / some people pick things up very quickly (en claquant des doigts) don't they ⁷ + retain them / as i think back i've i've + always taken a bit longer than other people to put things up and doing pr- + quite as you would do it / but i used to fin that once it's in my head + it's there + and then it's fine
97	ER	ok ++ eu::h what tyoe of mistakes eu::h do you make when you speak French + int he classroom for example
98	Emily	eu::h +++ probably not gonna get the right tenses + maybe don't get the right + verbs + you know
99	ER	so kind of + <u>grammatical</u>

100	Emily	<u>GRAM</u> matical errors and i also find that pronouns me you yourself i theirs + those little- that they're tiny and not where to put those ++ <u>i find hard</u>
101	ER	<u>ok so maybe the grammar</u> + the structure
102	Emily	yea::h + it's j- because it's a specific way (rire) very specific way of putting things in order and i must admit that order does confuse me at times / where to put the yous and is and that and theirs
103	ER	so do you think that some mistakes + for example on grammar on structure are more serious than others
104	Emily	++ i suppose not to + to people that speak French they'll probably quite understand what you're saying without + they'll perhaps forgive + i mean+ if i listen to somebody foreign speaking English i'll think well that's wrong but i know what you mean and you just carry on with the conversation without particularly saying that's not correct do you ↗ / you just in conversation CARRY on don't you
105	ER	ok + so the meaning is more important than the form
106	Emily	I GUESS + yes / you know + providing you get the meaning right of course because if you don't get the right end of the stick you could get yourself into (rire) XXX which can be /millions; meanings/ of things / you might think they're meaning this way and then it might be XXX XX XX so i guess you might need to find out if you both say- or meaning the same thing
107	ER	mmh + ok + so:: eu::h would you say that + if you make a mistake + but as long as the meaning is THERE + would you kind of feel
108	Emily	<u>yeah</u> i guess that's the forgivable isn't it / you can perhaps ++ agree that that would + that's + ok
109	ER	ok ++ and how do you feel when you make a mistake in the class
110	Emily	eu::h +++ i suppose it depends quite a /clamour/ it is / i mean it might make people laugh + it might be FUNNY / people might think it's quite funny i don't know
111	ER	how do you react when people laugh
112	Emily	i suppose you just have to + laugh with them really / then you go and you think wh- why didn't i say that though and then the right way / why couldn't i say i've always thought oh i could have said that and i could have said that it it's because i've had time to think about it + replay it in my mind that wasn't quite right was it and i should have said it this way
113	ER	so with a second thought you <u>can</u>
114	Emily	<u>yes</u> yes you can
115	ER	kind of + correct yourself
116	Emily	yeah yeah + but you just gotta do + it it's snap (claque des doigts) and i struggle with that / i'm no sure i'm good enough to be able to say things

		this way hu::m
117	ER	so do you often manage to kind of:: / if you make a mistake and then afterwards you realise why you've made that mistake why it was wrong
118	Emily	sometimes yes / sometimes you can:: think back and say oh yes i should have said that or it wasn't the right way around or:: or you find another way of saying it / another way around / i think i try to think oh i would they say not how you you say in English / i'm beginning more to think well how would the French say it which i think is better really rather than translate it straight back from English which I think you generally tend to do to begin with you know it has to be in English first and then in French but like if you can go without realising it if you can go from French then ++
119	ER	yeah that's that's really interesting / eu::h if you make a mistake then does it impact the rest of the lesson for you + do you feel different
120	Emily	not really no/ i don't think it's nothing to daunting really / we're in a small group so i think if you make a mistake you j- you just realise you've made and if it's pointed out or if there's a bit of humour + euh i don't think you go home and then + be upset about it or worry about it + it's FINE / there's just no problem
121	ER	you were saying because it's so small group eu::h if it was in a bigger big group
122	Emily	yeah in a big group i would certainly find it difficult even even more difficult to say anything / to say anything in the class and it was wrong XXX X XX i would start thinking what are they thinking / it's just silly i suppose in some ways but eu::h ++ i think it's confidence just a lack of confidence basically
123	ER	and you think do you think that's something you can work on and practice
124	Emily	yeah + i think so / & if you really want to & if you really REALLY want to do something this you will won't you ↗ so::: ++ it doesn't matter
125	ER	mmh / eu::h so we've talked a lot about how you react when you make a mistake yourself but how do you react if someone else makes a mistake
126	Emily	mmh::: ++ eu::h
127	ER	someone else in the class
128	Emily	yeah ++ sometimes:: if they make a mistake you actually know the right way to do it / sometimes you think mh ↗ XX X that should that doesn't sound right i wonder if it should be like this and you think it yourself and sometimes you think + oh i didn't know that either eu:h / so i suppose yuo some some sort of sympathie with them for making a mistake
129	ER	would you: if you notice sometimes that they make a mistake would you tell them o::r
130	Emily	i dont' think it's always my::: + particular + i mean if you're working with a partner on a one to one level you can say + no i don't think that's right but in the class in front of people maybe that's not the + most appropriate

		time to say no that's wrong you'd think it's more fo the + you know + teacher to pick up and deal with it yes
131	ER	ok
132	Emily	cause sometimes when people are interrupting and you know correcting other people + they're not (rire) not very welcome are they
133	ER	do you think it's innapropriate because it might be impolite o:r
134	Emily	YES i think it's impolite / i think you give them the impression that you know it all don't you (rire) when you talk
135	ER	and is that a bad thing
136	Emily	yeah i think in a cl- oh (renverse sa tasse) + i think in a class like that you d- not a class like th- you don't have to be like that do you / you can do it in other ways yeah
137	ER	yeah that's true + and what about if the teacher makes a mistake
138	Emily	+ o::h we pull YOU out don't we ↗ (rire)
139	ER	(rire) yeah exactly
140	Emily	CAN'T WAIT (rire) X X that's oh X / if you misspell something XX X XX it's still works out / i think that's just (fin de phrase non transcrite débit trop rapide et peu d'articulation)
141	ER	but do you feel like eu::h + if th- the teacher makes a mistake it's:: a Bad thing o:r
142	Emily	no::: they're just human is'nt it just that they're human i mean we all make spelling mistakes and say silly things in English don't we / i mean even in the office oh how do you spell that or can you read that make sure + have you not speal that right no that' not / so we all do it
143	ER	so you kind of + you accept that everyone can make mistakes
144	Emily	of course + yes of course
145	ER	++ mmh + eu::h +++ sorry +++ hu:::m we wer- we were saying earlier hum if + the idea of making a mistake kin of prevents you from speaking in the class
146	Emily	yeah it does yeah +++ euh +++ i just think when put on the spot and having to quick- i think quickly sometimes it just go a bit + to pieces and i can't think straight and then oh i can't remember what i was trying to say now i get a bit flustered / so + i don't always try + for that reason
147	ER	how often do you do you speak during a lesson
148	Emily	euh (rire) usually when asked / i don't very often volunteer unless it's something i'm really sure of and i know how to say
149	ER	mmh / so when you are asked + do you speak + do you fin it difficult o:r ++ if you know what you want to say it's easy for you + to speak

150	Emily	yeah + eu:h if i know when it's coming if you've gone around the class and i know it's coming and a can prepare something (sourire) when i'm gonna say it it's EASier + and having said that if y- if you fire a question at me and oh (<aire embarrassé>) / i just need a bit of time to + to think + hu::m
151	ER	ok / so you s- you're saying time to speak so is that important for you that the + final sentence that come out of your mouth is the + PERFect sentence you could say
152	Emily	well: not the perfect sentence but the MOST perfect i can m- + i can make it in my mind it's really / i mean sometimes conversation don't require perfect don't they you don't rehearse everything you're saying in your own language but + i guess when you're learning ++ hu:m +++ when you're learning you like to think that + you can say something which is reasonable / you don't want to talk a lot of Rubbish for instance (sourire) or you know + you just don't want to be ++ yeah talking rubbish basically
153	ER	mmh
154	Emily	and somebody's thinking WHAT on EARth is THAT?
155	ER	th- is that important for you what other people think
156	Emily	i suppose yeah
157	ER	like in the classroom + when you + when you've said something
158	Emily	i think in our class there's a lot of people than can speak PREtty well? and i think i'm not one of them (en rigolant) / but other people have had different opportunities and experiences + i mean + so::: they come fr- + (mouvement bras/main) a completely different way isn't it
159	ER	different level as well
160	Emily	EXActly which we are: / we didn't have to + euh + you know the experience + of different level / you know somebody that's lived there that can speak pretty well and other people like myself that hadn't had that opportunity that come from + from a different way yeah
161	ER	+ do you compare yourself to + the other <u>learners</u>
162	Emily	<u>i</u> suppose + it's what you do don't you it's natural to do that cause i often think + oh i wish i could speak i wish i could have a conversation and be able to put some sentences together without having t REAlly think about it + you just- i + i'm just not able to do that
163	ER	so it's more kind of + wanting to be able to get that <u>level</u>
164	Emily	<u>yeah</u>
165	ER	than being worried of what they might <u>think</u>
166	Emily	<u>yeah</u> yeah
167	ER	it is more an aspiration

168	Emily	yeah i guess so i wish i c- i WISh again i wish i could + CONverse th- that's what i'd like to do / and then even if your grammar is not perfect it's fine / but if you could just make sense and converse then it would come fluently / just a bit of everyday ++ conversation + yeah
169	ER	eu ::h you were saying ealier euh that sometimes people laugh in the class and it's kind of euh a bit of humour + it's a good at mosphere / how do you react if someone starts maybe getting annoyed
170	Emily	eu::h hum + interesting +++ i can't actually imagining it happening in our group particularly ++ hum: +++ i don't know ↗ it's interesting
171	ER	of if someone gets annoyed at another person for making the same mistake all the ti:me or maybe even if the teacher gets annoyed with one fo the leaners for + you know making that mistake again and again
172	Emily	i suppose i'd feel sorry for them + if another person gets hum (rire) + i i don't think i can't imagine a teacher wuld get annoyed at THAt + especially in a in a evening class maybe in a formal SCHOOL setting you can imagine frustration from the teachers with pupils that don't want to learn or probably making it difficult or doing it on purpose but i don't think it we had that sorts of problem at my school did we / i don't think gererally we didn't have a situation where anyone's got annoyed at anybody for anything somehow i can't say it's a problem
173	ER	and it probably like + euh comes back to the fact that most people in the classroom have learnt for a few years
174	Emily	yeah
175	ER	studying together for a few years
176	Emily	yeah / they probably just laugh at teachers + their own kind of humour about it + wouldn't we ↗
177	ER	yeah it happens from time to time laughing about someone's mistake together + especially if it's a euh i suppose a mistake on the sens on the + meaning sometimes
178	Emily	(rire) yes yes we have a good laugh / i think it's the best way of dealing with it with humour isn't it
179	ER	why / so dealing with a mistake with humour
180	Emily	with humour / it lights it / it doesn't make it a one person's problem it makes it + e:::verybody's + not problem but awareness doesn't it if you can + wh- whit humour it just lightens the atmosphere
181	ER	and do you think it woul be like the same if a + kind of + euh the other leaeners were laughing about it or if the teacher was laughing about it
182	Emily	++ i suppose for a teacher you'd have to be very careful what you laugh about /or whit you;wouldn't you/ / you'd have to be very + euh switch to us + on wh- what was the mistale and which would of + sort of + put the learner down or make them look silly / you know what i'm saying

183	ER	yeah
184	Emily	or look foolish rather than taking it with a laugh + taking with humour + mmh↗
185	ER	++ eu:::h do you prefer the teacher to correct you in front of the class or to come afterwards
186	Emily	i don't mind to be perfectly honest hum / so:: obviously it depends on the teacher / it's the teacher th- cause you know making a big + deal of it or making sure of pointing your mistake that are you know might get a bit cross but / so i don't mind oeither way / XX or if he comes round afterwards / i suppose if you come round afterwards they can actually ask you questions + oh why is that it thought this and what about + you can / otherwise it's a bit more XX but i suppose if it's something simple that can just be written on the board for everybody to see
187	ER	ok so maybe you were saying earlier about serious mistake or maybe if it's more serious go one and <u>one</u>
188	Emily	<u>yeah</u>
189	ER	and explain in details
190	Emily	yeah cause they might want to ask question / just make sure you got it correct in your on mind
191	ER	ok
192	Emily	yeah make sure you're inderstandi- cause sometimes you don't always understand straight away do you + hum do i understand that i'm not sure i'll have to think about it
193	ER	would you would you ask the teacher if <u>you wer-</u>
194	Emily	<u>i think so</u>
195	ER	being corrected and you don't <u>understand</u>
196	Emily	<u>i think so</u> / i'll try yeah
197	ER	so is it ALways important for you to understand why you've made that mistake or what it is a mistake
198	Emily	yes sometimes cause i don't know eu :h how you move on unless you + can understand XXX ↗ ++
199	ER	ok eu:h / mmh:: do you think that + euh hum ++ do you think it's possible to spEAk without making any mistakes <u>in French</u>
200	Emily	<u>no + no</u> no
201	ER	mmh ++ no matter your level
202	Emily	eu:h + no /possibly/ + / i think you can make mistakes in your own language can't you think of a word you can't always say what you want / you can't remember things can you + na::mes /i struggle/i forget/ names

		hum + yeah
203	ER	so what would be the main + objective for you when you speak French
204	Emily	++ eu:h to actually XXX be able to to actually speak to + to have the courage to SAY it / trying to make it a bit more fluent a bit more like a conversation rather than silt it / just words being put together
205	ER	so being more fluent
206	Emily	FLU:ent is the big thing
207	ER	ok
208	Emily	DEinitely
209	ER	ok / and do you think you can be fluent + while making mistakes
210	Emily	mmh ++ cause you wuld still speak fluently and make a lot of mistakes i'm sure
211	ER	yeah
212	Emily	mmh ++ as long as the general meaning is understood + i think you can perhaps be forgiven for + the grammar
213	ER	ok ++ so you accept the fact that you might always make mistakes while French
214	Emily	mmh / unless you go and actually live there eu::g speak it fluently everyday all day and eu:h in that sort of setting / so i think it's quite /powerful;difficult/ doing- not doing it in that in that sort of setting to be able to do the fluency and the accuracy i suppose / but maybe if you went there and live over there i don't know + that would improve improve improve /
215	ER	ok / eu:h and just to finish with euh would you see making mistakes as a:: obstacle in your learning or as a source of progress
216	Emily	i think you should see it as a source of progress / i mean <u>maybe</u>
217	ER	<u>you're</u> saying you Should see it
218	Emily	i know (rire)
219	ER	does that mean you don't see it like that
220	Emily	NO / no + i'm thinking + there's always times where + you doubt yourself o::r you lack a bit of confidence and you see it slightly negative but you SHOULD always see it as a source of progress / there's a few reasons / it depends on how you fee::l or the lesson + the emotions: / + i'm making an excuses aren't i (rire) / whatever you had a bad day / i don't know i think you should always try and be positive / although you can't always you know always stay positive every minute of the day there's always gonna be time when you don't want to say it ++ but you should aim to did
221	ER	ok ++ / eu:h well thank you very much for answering ALL my questions

222	Emily	it's no:: problem↗
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Annexe 15

Transcription d'entretien – Eddy

Numéro	Locuteur	Énoncé
1	ER	So:: thank you very much for answering my questions today / euh as we've discussed i'm going to ask you eu::h basically some questions to try to understand your attitude and vision hum towards making errors in the French classroom while you speak French / hul that's why i've also asked you to fill a questionnaire about your profil and euh your attitude towards learning to try to kinda link this euh::h with your vision of errors / so i'm recording this interview but everything is going to be anonymous so i won't use your name so you can speak freely euh all i want is just having a normal conversation basically
2	Eddy	ok
3	ER	hu::m so:: do you make a difference between the term error and the term mistake
4	Eddy	+++ hum ++ i can make a mistake but i don't know that's it an error perhaps unless somebody tells me eu::h + if we're talking here about speaking French i will always try ++ and ++ i i make i make many errors hum Margaret ¹⁷ would always tell me if euh o- or support me but i think it's important to try:: because if you don't try to speak euh + a foreign language in the people's country then to me it's a big insult because it's like saying i've come to your country but i've no wish to speak your language i want you to speak mine and i want my culture to take precedent over yours and i think that is totally insulting / i don't feel confident + i'm never confident
5	ER	yeah
6	Eddy	eu::h my confidence is SO thin that + like tonight (lève les yeux au ciel/rire) i get knocked down and it takes me quite a big of time then to try again euh:: but i would always try hu::m because for me it's a challenge
7	ER	mmh
8	Eddy	and euh sorry to always say speak about cycling but to me a hill is a challenge + it's there + it's got to be beaten and for me i've never found languages easy hu:m i don't feel as if i have a propensity but + i do feel that as we go to France so often then i SHOUld try at least to speak to people hu:m so if i do make a mistake ++ i found people will eu:h either tell you what your error is perhaps bluntly but i found on the all the majority of people are very accommodating + and i think they realise i get what i call a smile (grimace/rire)
9	ER	(rire)

¹⁷ Femme d'Eddy qui suit également le cours

10	Eddy	and i know i know that i've said something wrong and then i start again or i try to get Margaret to help me out euh / she's my crutch in this because without her + she's got the obviously she's got the knowledge and the vocabulary me perhaps i've got more nerves than she has / whereas she will try to plan something out for me i think + try using the words you do know and then see where we get / if euh i can't explain something like tonight we were talking about euh the thinness of tires and i didn't know the word for thin which Margaret tells me it's mince so i do know but the next time i will forget hum because that is part of you know my problem in a i think that is good phrase eu::h like the eu::h this phrase tonight to look forward to something i knew it avoir hate you know and yet i don't i can't always remember all::: the different bits and euh that is because you know i don't have a propensity for language
11	ER	mmh
12	Eddy	but heu ::h as i said i i i i tink it's i- it's important for me to at least try so that people can see that you know i'm a visitor i respect them and i respect their culture and i respect the person
13	ER	so:: that motivates you when you're in the country and what motivates you to try when you are in the classroom
14	Eddy	+ because i want to learn / i want to find out perhaps a system a way of eu:h ++ /pulling;putting/ a structure to my langue that will enable me to have a BETter conversation with people over there / ordering things in shops is easy because it + je voudrais or nous voudrions it it it a there is a simple pattern to it + it's where it's impromptu where as you don't know what the person's going to say and it's when i get the small words + les petits mots (rire)
15	ER	(rire)
16	Eddy	i don't understand hu::m and then my confidence it's like walking on a glass floor because it breaks hum + i still try to continue hum but i will try then to curtail the conversation as quickly as i can hu::m and euh i either move away rapidly or move on to something else (rire)
17	ER	ok + / that's really interesting what you're saying about your confidence because in the classroom you speak up so much so: you wouldn't expect from an exterior eye + to think that you don't have the confidence to speak actually
18	Eddy	th- it this is where ++ it- it's i- i've learnt through forty four years of teaching + that + you have to where your face is and where your knowledge is + and what you're doing cause sometimes you're talking to people and you're thinking in your head what do i say next how do i move this on what do i do hu::m and i think + by learning certain phrases + it gives my thinking time + to try to search for a structure that will help me + but i can't just go into France + i have to do it here which is eu::h hum an atmosphere that is hum + protective
19	ER	ok
20	Eddy	that hum i know people aren't going to laugh at me because we're all in some way rath- we're all in the same boat hum +/ i was looking around to

		see what other people had written and i i'd seen on a few others that they were many lines missing from the poem so: THAT's in a sense gives me a heart because i know that i'm not perhaps as bad as euh as i thought i was during it but you know as the:: thing developed so my confidence ssshhh (geste de la main vers le bas) was on the slippery slope eu::h / i think that's why i talk a lot about cycling because it's an area that i feel very confident about eu::h and also i know when i go to France euh because i've followed cycling for a number of years i know a lot of the + euh past riders Jacques Anquetil eu:h and i know never to mention Eddy Merckx (sourire) because Eddy Merckx was from Belgium so NEver never speak about Merckx when you're talking about cycling to a French man (rire)
21	ER	(rire)
22	Eddy	euh but also i know about many of the + modern day riders and again it's a way into a conversation because eu::h th- the tour de France is a is a national institution in France and eu:h i found many people have got no interest in it but on the all i do find that people KNOW who all the different people are and so: euh again that's part of my formula because it's a a confident platform / so i can go in there and then we can move on to to other things and i know lots of words euh or a lot of expressions for euh you know i don't understand you know and it it's of can you speak more slower please eu::h so that gives me thinking time / you know i euh i could never reach the level of euh Jeanne ¹⁸ ever but there is euh perhaps it's a stubborn /strick;street/ in me that i will not be defeated / it's like that hill it's there + it's the challenge + i've got to go up to dit and euh you know i i think i will always be like that do the day i die i won't + i will always persue you know euh something better / i've tried to listen to accent but then you know we go into the Auvergne and the accent there it it you know and again because people aren't used to a lot of English people there + it's where our French friends live eu::h and while you're in a city more people will make hu::m allowances for your mistakes wheras there you know they don't you go and ask for a [ʒysdøʁǎʒ] (grimace d'incompréhension) hein
23	ER	(rire)
24	Eddy	you know until i realise that it's [ʒydøʁǎʒ] euh ouha you know that's a simple thing and i at least get to get a drink (rire)
25	ER	(rire)
26	Eddy	but it it was a kind + the man wasn't being rude he just didn't understand me and + that is something that you know i- + you know i don't want to insult people so euh i try euh you know as much as possible to be prepared euh for the kind of conversation but that's why i like the conversation here because it teaches me to be a listener + and also i'm a chapelin and for the fire bridgade and there you have to listen more / the other thing is is when people here see you listening they automatically assume that you understand (rire)
27	ER	(rire)

¹⁸ Sujet 3

28	Eddy	and sometimes + you know it + it turns out 'ive completely misunderstood what the person was trying to say + however + i i smile when i've been wrong you know it- it's euh i i always apologize and i find on the all people are very accommodating and so it's why i still enjoy going to France apart from the fact of beautiful scenery and the different places we got o that's why we're going to Bergerac this year because never been to Bergerac / it's COMpletely new experienceand hu::m we ++ while ever we can we would camp and we would travel through out France because it's what we love i mean even simple things like bread when you look at the at the difference of- (courte interruption par Margaret la femme d'Eddy) it it it's euh: i and even when you're ordering bread because in some cases you have to know the particular bread that you want which means you have to know the nameand eu::h / so sometime it's just in simple things there's a + such a variety of language and euh + it's + again it's a challenge if we're in a new area i've learnt the name for a chocolate bread now i need to know that because Margaret loves chocolate bread so i would need to you know put it in the right term otherwise i would get XX speciality you know (rire)
29	ER	(rire)
30	Eddy	so eu::h i mean + but i have a finger and i can point and i can say là and i would say please and thank you and it's always got it's always got me by eu::h except in one conversation / when Margaret and i were hitching in France / and i turned around and said to her + how do you think hydro elec- hydro elastic suspension in French to which Margaret replied i don't even know what it is in English (rire) so::: euh + i've put Margret in some difficult situations but euh between us we'r- + it it's part of the experience and i think the only way you can learn a language is by experiencing it / wh- with you and Amin y- + the thing i like is i know i'm listening to a Frnch accent / i know that the word would be said correctly hum and with like some of the words tonight you went over the hum the + pronunciation eu::h because sometimes you know we have an English perception of what we think a words sounds like + <u>an-</u>
31	ER	<u>so</u> is the pronunciation important for you when you speak French
32	Eddy	+ i like to feel that if i'm talking to somebody that YES the words has got g- because if i + euh take the word like to cuillère + now i find that sound really really difficult and also some of the sound are very subtle in the French language and euh so / Bernard he's such a patient man with but he will always you know always corrects me and euh which is what i want / i don't want to say the word incorrectly
33	ER	so you like being corrected
34	Eddy	YES oh yes
35	ER	and how do you like being corrected
36	Eddy	well not with a big wipe (sourire) / if prefer just to you know som- + just to give me the correct correct pronunciation because that is the nly way i can internalise WHAT the correct sounds are because English sounds are harder + they're less subtle and eu::h hum eu:h the other one i have great difficulty with is and i know i'm gonna get it wrong is + en dessous + au

		dessus
37	ER	parfait
38	Eddy	(rire) well / Bernard (rire) ++ he w- he + to begin with he would even get hold of my lips (montre le mouvement)
39	ER	ah c'est bien
40	Eddy	yeah and he he is retired now but he was a lorry driver and he euh and Agnes we've known their family for + now for over thirty years and eu::h it's been + you now it's brilliant because i know with them that they will put me right / but yet at the same time they would give me confidence because you know if i've said something right they will say yes (levant les pouces en signe d'appréciation) and yeah it's / you see perhaps some people don't need + perhaps some people don't need all the reinforcement + i because my confidence is so thin that + that kind of + is important / and i always think that it's like wh- going back to when i was teaching / is that euh if a child + was trying euh write a sentence or in some way you know tried to explain an idea and euh you i used to always find something in what that said to make encouragement + because obviously if all you do is just pointing out the mistake then you get + you begin to lose confidence but when it's + you've done that well but this + you could have done better it's / and so it's a balance and i think that you know when i'm dealing with euh people in France + i always look at it the same way that i know that i would get something right and that i would get something wrong and diff- but i cannot dictate to the person how they would react some people will give you the correct word other people will + you know and interpret what you're looking for and then will just give you the item <u>euh::</u>
41	ER	<u>what</u> what about in the classroom / do you like being corrected
42	Eddy	YES
43	ER	all:: your errors or do you think that some errors don't <u>need to b-</u>
44	Eddy	<u>well i</u> i know that i know i make many errors / you know when you hear me speak French you must crawl up inside / hum but + certainly on the obvious sound + yes / you know on euh + bec- euh otherwise there's no point to the lesson / you know i'm learning incorrect French and as i've said you know + the advantage of + euh + and you know that's why i find the lessons with you and euh Amin + you know + YES they are a challenge + i feel trepidations when i come each week eu::h because i know that i'm going to face a lot a difficulties but + i'm not gonna give in i'm not gonna sort of say like after tonight yeah / i'll pick myself up and eu i'll try to euh you know to improve eu::h / so it's euh that challenge i will always take up
45	ER	so do you see errors as a challenge
46	Eddy	yeah i think + it's a way to try and overcome the errors because invariably it's in the euh a combination of sounds like tonight + it was [agujə] and eu::h obviously you've got the double lle well you know now that has gone in / you know i i euh i i know about not sounding the last letter or whatever which i find (grimace) difficult difficult because euh when

		you're actually conversing with people you know sometimes i'll try to visualise the word but eu::h if you're dealing with euh let say the imperfect of être you've got [ete] [ete] [ete] (rire)
47	ER	c'est vrai
48	Eddy	and euh so for me i have to think a i s a i s a i t you know so / but that also helps me because i know that that is a pattern of endings s s t which is you know with some of the words which is in some of the words you gave us / nd so eu:: <u>yeah</u>
49	ER	<u>so::</u> are the errors while speaking only errors on pronunciation ++ or are there other types of errors when you speak
50	Eddy	i +++ i don't / French people construct sentences in a different way to English people / and the point is / i don't understand English enough euh to be able to euh to point out the different point of language / i initially i was train to be for a engineer and my first job was for a telecommunication engineer and so i've always felt eu:h ++ when i ++ was made redundant and i had to change my life and i took up the challenge to become a teacher / but it was a massive challenge because + it was a change in my language structure because i was used to what euh Basil Bernstein calls stricted code whereas you would say a word and it would have many many meanings and euh i- i've had to learn to tease my ideas out so that i explain each part and don't ASSUme that people understand from a certain word the idea that is there (pointe sa tête) / because what they're thinking is probably something completely different (rire)
51	ER	(rire)
52	Eddy	so euh + it it's not just the language it's the way i think and that is euh ++ sort it makes it another problem / so that i know that i have to try to think as a French person would be making the reply hum and so i try to + plot those sentences but that means i need more thinking time which is where the common phrases come in because i don't thi- while i'm giving that then i'm giving myself that bit of time to try to prepare something perhaps a little bit:: <u>b-</u>
53	ER	<u>would</u> you be:: worried to say something wrong if you don't have enough time to <u>speak</u>
54	Eddy	<u>no</u>
55	ER	would that stop you from <u>actually</u> saying something
56	Eddy	<u>no</u> + no i i would try an::d because from getting it wrong invariably you move on to finding an agreement with people but this is al about but really what it depends on is the personality of people / well i mean we've met one or two people whoas soon realise that we were English (grimace)
57	ER	(rire)
58	Eddy	you know and fine + it it i euh it X X it doesn't bother me i don't feel insulted i just think well you know i should at least i've been able to express my ideas than what i've actually have done hum / so i i do not see the fault lying in other people i see the fault lying in myself / hu:m and that

		also again is part of the challenge to make me right next time you know i'm not gonna have this reaction because my pronunciation would be euh better and also my ideas would be clearer
59	ER	so how do you feel when you make an error ++ or a mistake ++ in the classroom
60	Eddy	i'm not it 'im not + it doesn't bother me
61	ER	yeah
62	Eddy	i make many errors / i've got + i know that myself so i don't i don't imagine that i'm a great French speaker euh i know i make mistakes hum but i know that if i don't try than i'm always going to be THAT hesitant person you know and where it depends on somebody else to try to find out what i'm really trying to say whereas to me i would try and then we move from there but at least in trying there is communication and i find most French people when they know you are trying to speak their language + will be very accommodating
63	ER	mmh an do you feel like by trying in the classroom by making those errors you've progressed
64	Eddy	YES yeah / i i feel a l- it gives me confidence euh but you know that confidence never reaches quite high it's hum it's contentment hu::m because i listen to the other people and it you know i i X i X i i listen that they have difficulty and that gives me heart you know cause i kno i'm not X so in a sense it's kind of reassuring but you it X it X euh you know at the same time giving me that challenge that next time i won't do i don't want to make that mistake but + me being me i would make that mistake (rire)
65	ER	(rire)
66	Eddy	so:: euh + yeah it+ it's slow + it's a slow process / i think if i'd started a lot younger then i might be better by now but / i think when people have a propensity for language they remember and i think that is why some people can speak two or three languages because their lexicon in that + int hose different languages is THERE / that lexicon isn't there (montre sa tête) because it's not even there in the English language (rire)
67	ER	(rire) so:: ++ knowing your ability for you eu::h ++ it's not a goal in your learning not to make any errors
68	Eddy	i i don't set out to make errors but i certainly would try eradicated the + a- you know the glaring erros hu::m
69	ER	what are the glaring erros
70	Eddy	sometimes in culture in terms of how you address people hu:::m you kn- an::d + eu:::h culture things like ++ wh- whe it's right to address people because if you say i've got a very flippant manner about me and sometimes you know it can be very insulting to people because they think that possibly i i X i'm treating this as a joke you know and it's nit my aim euh / so it's about me being more sensitive to how other people react and i know that French are far more formal initially euh and + that is something that i find + you know + difficult euh because i dont' like formality / this is

		my background where euh my father was trained as a butler euh and euh how he had to address other people while it + i i i hated these thoughts of how my father HAD to address some other adults as if he was nothing you know and so (profonde inspiration) it + you know it's all about me and my personality that th- hum that / you know i know that i have to be + i have to make sure that my body actions do i stick a hand out or watever / i'm always euh try to be weary to gage how the other person might react + which sometimes can make me hesitant eu::h but on the other hand you know i do + i do take that plunge and eu::h will se how it goes ↗
71	ER	hu::m and if + someone in the classroom + if someone else makes an error eu::h how would you react <u>what you</u> would think
72	Eddy	<u>i wouldn't</u> react
73	ER	why
74	Eddy	because i don't think it's my place hum / because what i would say is well +++ put yourself in their position and if somebody corrected you how would you feel ++ <u>and</u>
75	ER	so::: you were saying earlier you like being corrected / so in the class room eu:::h if it's another student who corrects you + is it the same as if it's the teacher
76	Eddy	++ i don't think anybody here corrects anybody else / hum i think we all have that +++ respect perhaps / and also it + when you have a French speaker in the class + she is more qualified to correct the errors (rire)
77	ER	(rire)
78	Eddy	then the:: mis + yeah / the person who mispronounces so many other words so well you know i would NEVER presume to euh + because i respect that + THAT is your position THAT is your role eu::h and i would never try to subsume that role which is wh- because i would be trying to say + hold on i know better than the teacher and that is not my + not my role
79	ER	ok / eu:::h ++ hu::m eu:::h / so do you see + making errors eu::h as something which is kind of + eu::h holding you back in your learning or something which is actually helping you progress
80	Eddy	+ &it's bit of both& / because + wh- when you m- when you make an error + then + you c- you can look at it two ways + you can get suicidal about it + you know being thinking this is the end of the world or hu:m as i said before you look to some + aide mémoire some way that you can remember that + rule / now i i like with a simple word like euh the:: pas- the past participle of a to call appellerait and + it's it's in here you've shown about the double euh letter in euh and how that changes the sound and euh because it's where the accent so + it it it stucks (claquement des mains) and yeah and so / that's coming about two things + one it's because of the intonation you've given us which enables us to + you know to go back to recall to look to make sure that what we have learnt in the early days i still can make reasonable sense of because i keep on NEE::ding to revise / hum but also i i do need euh like a constant kick in the pants just to say you know + look + you'r- kee- kee that effort up and you MIGHT

		need to improve that effort so +++
81	ER	eu::h y- you were saying about explaining the pronunciation and how it works / do you prefer to be correcting by being explained or by being given the right way to say things
82	Eddy	i think if it's a + if it's a + a word then i prefer the + like this evening the way Margaret + obviously was mispronouncing the word / now we NEEDED that because otherwise we would have perhaps learned that and euh that need that nee::ds correcting and eu::h wh- when we were abroad you know i've i've had people sort of correct me and it does + you know it- i'm in no way feel insulted you know because i know that that person has spent the time and the thought so yeah it i you know i ++ i i i you welcome you know the:: euh the the correction eu::h perhaps some people don't welcome the correction because they would feel humiliated but on the other hand i don't because i know the only reason you're doing it is to improve my French and why am i here ↗ to improve my French it's perfectly in- + it's the role i see + you as a as an educator
83	ER	ok / you were giving the example today of euh the pronunciation of aiguilles with Margaret / do you think you can learn from other people's error
84	Eddy	YES + i i i think we can hum because you know + sometimes eu::h i'll ask Margaret what the word is eu::h and you know she'll + she's very honest she'll always say if she can't do it and we've now got and app on the phone t- so we put it into the phone and we try to listen / so yeah i i've got a very honest partner in a Margaret and euh if she can't do it she won't guess at it because again sh- X she wants to know properly euh & as well as i do&
85	ER	yeah / eu:::~::~:h i think i've got everything / oh just one thing i was wondering / what do you think is what causes your errors in French
86	Eddy	(rire) cause i'm stupid
87	ER	(rire)
88	Eddy	it it's euh ++ i think a- a l- a lot + is based upon that i don't know the combinations of sounds eu::h / and to me this is way a language could be learnt from an early age because the sounds are internalised and NOW / i'm not as young as a used to be (sourire) and euh a lot of these sounds are new to me and they are very subtle / so sometimes it's just the fact that I CAN't hear because my hearing isn't as good eu::h but also because you know i i need to look at the combination of letters that is creating that it euh that sound and euh and then normally if for a person who's got a reasonable brain they would internalise that but me you know i've got colander because they go in and then they go out / you know so and it it it's + i i i don't think i'm a very good example of a person learning French because you know i'm + a lot of the problem are about my age and my my background as Margaret tells me that i'm euh ++ i feel that because i came from a working class background that you know i'm not as good as the middle class people and i don't and that is part of a lack of confidence / so hum + you know i don't feel happy in what i call a middle class world / i mean i've had to work in one but i'm always really aware that i'm up against the intelligent people and that you can put on a show to a certain

		extent eu::h wheras in a languages it very quickly identifies (sourire) + you know that you're i'm the sow learner (grimace, geste ridicule/rire)
89	ER	(rire)
90	Eddy	so eu:h yeah ok fin that's me
91	ER	well eu::h thank you very much for your honesty and answering my questions today